

# Christian Education

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## OUR "YOUTH" NUMBER

The June issue of CHRISTIAN EDUCATION will be devoted to the affairs of Youth—present-day problems, choosing a career, securing the best possible preparation, re-making "our world" into that of twenty-five years hence; etc. A score of the brightest and most energetic young people in representative Christian colleges and universities have been invited to tell us what they think of these matters. It is unnecessary to remind our readers that they will not want to miss this number—and if they desire to distribute extra copies it will be wise to place orders at twenty cents apiece in advance. Address CHRISTIAN EDUCATION, 111 Fifth Avenue, New York, N. Y.

# Christian Education

Vol. IX

MAY, 1926

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## DAVIDSON COLLEGE A Diagnosis and Prescription

ROBERT L. KELLY

### INTRODUCTION

#### *Objectives*

This study was made at the request of the Executive Committee of the Board of Trustees of Davidson College. The limits of the task were very definitely set. It was agreed that there should be four main objectives, and only four. These objectives have to do with (1) the distribution of executive and administrative functions, (2) the present status and future development of the educational program, (3) Davidson's present utilization of space and additional space requirements, and (4) Davidson's program for the development of Christian leaders.

On February 17, 1926, the report was presented in person to the Board of Trustees at Davidson College which ordered its publication in full. It is presented in CHRISTIAN EDUCATION because it is assumed that not only its findings but its method will be generally suggestive to those responsible for the guidance of colleges which frankly acknowledge their responsibility to develop Christian character.

#### *Method*

The study undertakes first to set forth the facts in each of the four fields of investigation and to enquire into the history and traditions of the college in an effort to account for the facts. These facts were secured largely in personal interviews with

officers, faculty members, trustees and students of the college. When necessary they have been verified by documentary evidence.

The work has been made comparatively easy because of the ready response to enquiries and the thoroughgoing cooperation on the part of every person whose assistance has been sought. There has been no disposition on the part of the officers of the college to cover up anything. The records were found in such systematic order that the facts usually were quickly produced. If the facts were not immediately at hand, it was made possible easily to secure them.

That Davidson has had a definite and consistent educational policy for ninety years has also made the problem more easily understood. The homogeneity of the subject matter, both material and personal, made the diagnosis more simple and presumably the prescriptions more conclusive. The director of the survey wishes also to make acknowledgments to his colleagues in the staff and the section of research workers of the Department of College Administration in Teachers College, Columbia University, for their criticisms and suggestions freely given in conferences held for the consideration of parts of the report. Of this group, Mr. L. W. Bartlett, candidate for Ph.D. at Teachers College, 1926, made a visit to Davidson and has rendered valuable assistance in putting the report into its present form. We have had also the valuable assistance of Miss Ruth E. Anderson as a stenographer, tabulator and critic, and of Miss G. McNair as draughtsman. Acknowledgment is made to The Macmillan Company for their courtesy in permitting us to use tables from Stevens and Elliott's *Unit Costs of Higher Education*.

#### ORGANIZATION

##### *Distribution of Functions*

The last written constitution was approved by the Board of Trustees in 1887. If the charter and constitution were rewritten, no doubt there would be some changes. College education to-day is not what it was forty years ago, much less ninety years ago. The conditions under which the college now works are



different in numerous respects from those when the college was smaller and less developed.

*Board of Trustees.* The members of the Board of Trustees are elected by the Presbyteries of North Carolina, Georgia, and Florida, except that at their annual meetings the Alumni Association elects six trustees. The total number of trustees is fifty-three. The term of service is four years. A majority of the trustees are ministers (ministers 31, business men 15, bankers 4, lawyers 3).

Provision is made for the appointment of an executive committee of nine members, five members of which constitute a quorum. This committee has frequent stated meetings and such called meetings as the chairman or the Board may determine. The members of the Executive Committee are entitled to receive from the treasurer their necessary expenses in attending meetings. The Executive Committee has large powers subject to the final approval of the Board. It is authorized to provide By-Laws for the internal government of the College, to assign the presidents and professors the residences they shall occupy, and with the assistance and advice of the faculty to "arrange the course of study and distribute the same among the several professors." The Executive Committee also receives all reports of the officers of the corporation and of the president and all members of the faculty and submits these to the Trustees in the annual report.

"The Executive Committee shall cause the Treasurer to submit to it annually and in detail an approximate estimate of the probable cash income, from all sources, of the indebtedness, if any, and of the probable ordinary expenses for the ensuing year which estimate the Committee shall exhibit to the Board." (From Constitution and Charter of Davidson College.)

The Executive Committee prescribes the power of the faculty and rules by which it shall be governed, subject, of course, in this and in all other particulars to the approval of the Trustees.

Legally the determination of the educational and financial as well as religious policies of the college is in the hands of the Executive Committee.

*The President.* The only legal powers granted the president of the college are the power to act with the Executive Committee of the Board in hunting for suitable members of the faculty, and the requirement that he shall receive and transmit to the Executive Committee the annual report of each member of the faculty, of the faculty as a body, and his own report.

*The Staff.* The faculty, also made up of members of the Presbyterian Church, is organized very democratically and carries on the work of internal administration almost entirely through committees of which there are thirty-two including an executive committee. There is a treasurer appointed by and answerable to the Board of Trustees who also does some teaching, a Dean of Men, who teaches full time, and a registrar.

*The Students.* The students, like the Board of Trustees and the faculty, are a very homogeneous group, ninety per cent of them being Presbyterians and practically all members of evangelical churches. Through their Student Council they are largely responsible for the discipline of the college.

#### *Internal Administration Not Clearly Defined*

From this brief exposition of the distribution of legal and near-legal administrative functions it is evident that responsibilities for the internal administration are not clearly defined. Replies from the staff, including the administrative officers, reveal disagreement as to their respective responsibilities. The president frankly confesses that his responsibilities are not clear. He does not know whose function it is to determine educational policy, and at times he has been "called down" for activity in educational affairs. Neither is the distribution of the responsibilities of the treasurer and president clear as to the management of the property and plant. Perhaps the faculty and dean do not always have the same conception as to the latter's functions. For the most part it is evident the dean prefers to function in the field of student welfare and not in the field of education. He insists, to be sure, on teaching full time himself, but from his own point of view he is in no sense a dean of instruction. The responsibilities in general of the officers of the college are not

set forth in any official pronouncement. Many other institutions similar to Davidson have experienced the same situation and within recent years have redefined the responsibilities of their officers.

There are no departments of instruction or instructional divisions in the faculty. Each member acts independently in his field. Coordination when attained is effected through the faculty. The Executive Committee brings matters to the faculty, the thirty-one other committees report to the faculty, the staff members individually bring their problems to the faculty. To illustrate the situation, the four professors giving instruction in English work or may work separately. They do not, except as they voluntarily decide to do so, consider mutual problems and present them with one mind to the faculty. Likewise annually they report separately through the president to the Board of Trustees. The president may read the reports, but he is not authorized to coordinate them. There is much more official provision for faculty contacts with students than for faculty contacts with one another. The same general observations apply to faculty committees. The catalog lists four committees on publications and publicity, one individual only appearing twice as a member. These committees are: public lectures and celebrations, bulletins, publicity, and student publications. There are three committees on degrees.

It is generally agreed that concerning administrative procedure several questions may be asked. (a) What is to be done? Result is *policy*. (b) Who is to do it? Result is *personnel*. (c) What funds are needed to do it? Result is *budget*. (d) How do it? Result is *procedure*. (e) How is it being done? Result is *supervision*. Obviously, not all of these questions can be given adequate consideration by men with full time work in teaching.

#### *A Suggested Organization*

An effort is made here in concrete form to express some of the approved tendencies in college administration. These suggestions are submitted as a basis for board and faculty consideration with a view to a possible reorganization of the present arrangement, as described briefly above.

*Some General Considerations*

Perhaps the following considerations apply to colleges in general.

a. The college enterprise is a unit, instructional, financial and student welfare activities normally working together.

b. The president delegates details to responsible officials freeing himself for the consideration of larger educational policies and for contacts with the public.

c. The faculty has initial and advisory voice in new educational programs and legislative power in the execution of approved policies.

d. Provision is made for staff members to discuss with the president and, ordinarily by conferences or joint committees, with the trustees, matters in which they are professionally concerned.

The board is primarily the custodian of the funds of the college and thereby responsible for their investment and for the approval of the purposes for which the income is used. The president and the faculty of the college are primarily concerned (a) with the execution of fundamental policies, (b) with rendering advice on the needs of the institution.

Basic in formulating an organization program is a clear recognition of various services in a college enterprise with the activities under each. There follows for this purpose a list of some of the main administrative services.

*1. Instruction service.*

- a. Teach.
- b. Arrange class and group schedules.
- c. Determine standards for admission.
- d. Supervise student progress.
- e. Recommend for degrees.
- f. Advise administration of instruction needs.
- g. Maintain library.

*2. Student welfare service.*

- a. Supervise living conditions.

- b. Supervise student organizations.
- c. Supervise athletics.
- d. Supervise social and religious activities.
- e. Maintain medical service.
- f. Recommend help, scholarships.

3. *Records service* (largely in the field of instruction and student welfare).

- a. Register admissions.
- b. Register students' courses, grades, etc.
- c. Register graduates, etc.
- d. Register work offered, class and other schedules, etc.
- e. Keep minutes of faculty meetings.
- f. Maintain information bureau concerning instruction service.
- g. Prepare statistics on enrollment, student progress, etc.

4. *Finance service.*

- a. Account for receipts and expenditures.
- b. Invest funds.
- c. Prepare budget.
- d. Keep special accounts—student activities, athletics, fraternities, teacher retirement, etc.
- e. Collect fees.
- f. Handle finances of dormitories, dining hall, etc.
- g. Keep personnel records.

5. *Property and Plant service.*

- a. Operate the plant.
- b. Maintain the plant.
- c. Purchase supplies.

6. *Outside relations service.*

- a. Conduct publicity.
- b. Prepare catalogs.
- c. Maintain relations with the alumni.
- d. Prepare programs for special occasions.

- e. Arrange for visiting speakers.
- f. Arrange entertainments.

In an institution the size of Davidson these six groups of services cannot be placed under six separate officers. The instruction and records services with such portion of the outside relations service as relates to instruction may be placed in general charge of one officer. The student welfare service may be placed under another, and the finance and property and plant services under a third. These would all be answerable to the president who would concern himself with the internal problems of the college as a whole and with the larger outside relationships.

#### *The President*

The president is the chief administrative officer of the college enterprise, and as such is responsible for the execution of the policies approved by the Board of Trustees. He presents the needs of the institution to the Board through the budget or otherwise, securing first the approval of the committee on policy. He is the official medium of communication between the Board of Trustees and the college faculty, the services included in the college, and the student body. He is ex-officio chairman of the college faculty and committee on policy, and is advisory member of every committee within the college enterprise. He makes all staff appointments, and designates administrative officers after consultation with the committee on policy and with the approval of the Board of Trustees.

#### *Acting President*

In the absence of the president the officer in charge of instructional service performs the duties of president.

#### *Vice-Presidents\**

There are three vice-presidents: one responsible for instruction in its various phases; one in charge of student welfare; one in

\* Or any other acceptable title. "Dean" is frequently used in connection with instruction and student welfare; "comptroller" or "business



charge of finance and the property and plant. Each vice-president is responsible for the administration of the regulations passed by the trustees or college faculty which pertain to the activities under his charge. He should have time and opportunity to do creative work within his field.

He articulates and coordinates the activities entrusted to his supervision and presents to the college faculty the results of his experience and research with recommendations. He renders to the college faculty and president regular and special reports as they require. He is the official medium of communication between the staff members under him and the college faculty and other units of the administration. He is a member of the committee on policy. Appointments or changes in the status of the personnel under him are made as provided under the duties of the president.

The vice-president may give some instruction, devoting to the administration of their services such time as the services require. Capable office assistants will relieve them of the burden of details.

#### *The College Faculty*

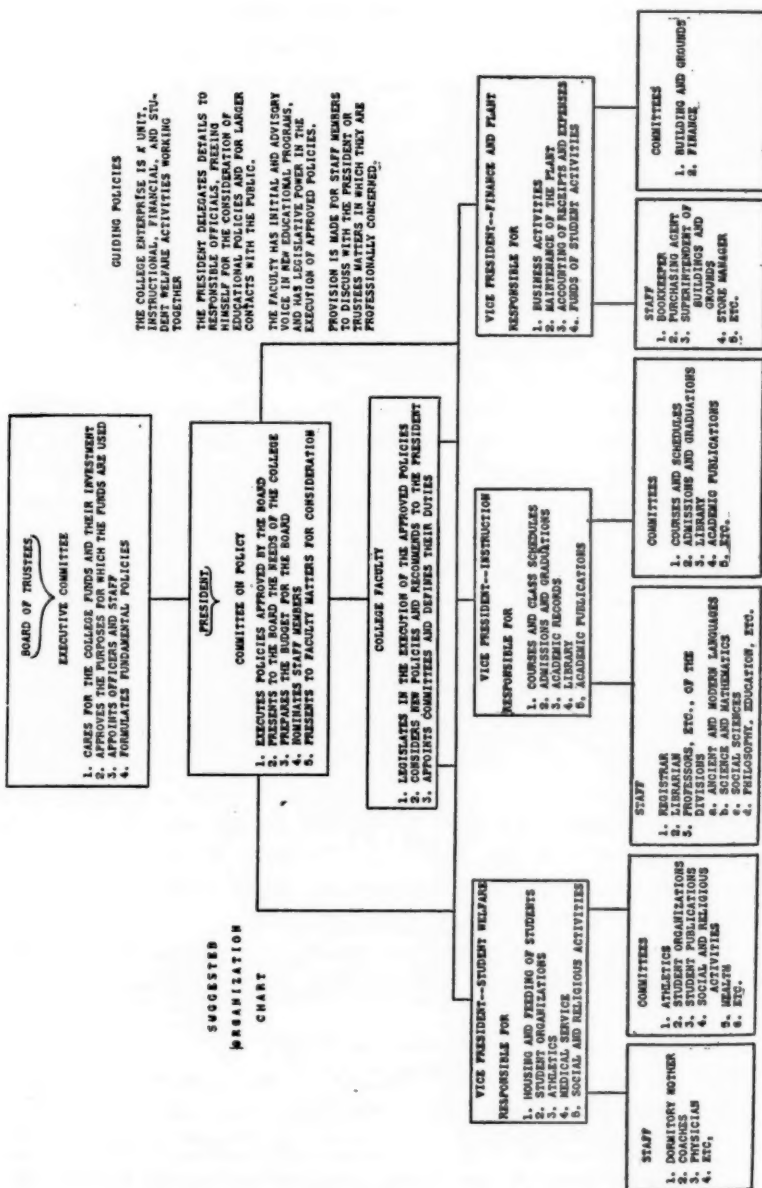
The college faculty consists of the president as ex-officio chairman, the three vice-presidents, the registrar, and all members of the instructional staff. The registrar is secretary of the faculty.

The college faculty makes regulations for the execution of the policies approved by the Board of Trustees. It recommends for the consideration of the committee on policy changes in policy requiring approval of the Board of Trustees.

The faculty may appoint such special and regular committees as it deems necessary and instruct them in their duties.

#### *Committee on Policy*

The committee on policy consists of the president as chairman, the three vice-presidents, registrar, and the chairmen of manager" in connection with the financial and business activities. The term "vice-president" is used here to emphasize the relation of these officers to the chief executive head of the institution and to indicate that the three officers proposed are coordinate in function.



**GUIDING POLICIES**

THE COLLEGE ENTERPRISE IS A UNIT. INSTRUCTIONAL, FINANCIAL, AND STUDENT WELFARE ACTIVITIES WORKING TOGETHER

THE PRESIDENT DELEGATES DETAILS TO THE FACULTY, BUT CONSIDERS HIMSELF FOR THE CONSIDERATION OF EDUCATIONAL POLICIES AND FOR LARGER CONTACTS WITH THE PUBLIC.

THE FACULTY HAS INITIAL AND ADVISORY VOICE IN NEW EDUCATIONAL PROGRAMS, AND HAS LEGISLATIVE POWER IN THE EXECUTION OF APPROVED POLICIES.

PROVISION IS MADE FOR STAFF MEMBERS TO DISCUSS WITH THE PRESIDENT OR WITH THE FACULTY MATTERS WHICH THEY ARE PROFESSIONALLY CONCERNED.



the four divisions of the faculty of instruction. The registrar is secretary. The committee on policy is advisory to the president. It advises with him on all matters of policy which are to be submitted for approval to the Board of Trustees, and on any other matters which the president may choose to refer to it. All acts of general importance, as recommendations for appointments, promotions and dismissals, budget recommendations, and new courses are submitted to the committee on policy by the president for their advice before they are presented to the Board of Trustees.

#### *Divisions of Instruction in the Faculty*

There are four divisions of instruction in the faculty. These take the place of the numerous separate departments of instruction.

- I. Ancient and Modern Languages
- II. Sciences (except Social), Mathematics, and Engineering
- III. Social Sciences
- IV. Philosophy, Education, and Fine Arts.

Each division elects its own chairman for such term and in such manner as it decides.

Each division, within such area as the faculty delegates to it, administers the division activities. It presents through the vice-president or dean of the service of which it is a part, matters that it wishes to come to the attention of the faculty or president, and through the same channel submits all reports requested.

#### *Committees of the Faculty*

Under the vice-president in charge of instruction, etc., are the following committees, and such others as the faculty shall from time to time create:

1. Courses and schedules
2. Admission and graduation
3. Library
4. Academic publications
5. Supervision (freshmen, etc.)

Under the vice-president in charge of student welfare are the following committees and such others as the faculty shall from time to time decide to create:

1. Student organizations
2. Athletics
3. Student publications
4. Social and religious activities (including chapel)
5. Health.

Under the vice-president in charge of finance and property and plant are the following committees, and such others as the faculty shall from time to time create:

1. Buildings and grounds
2. Finance.

#### *Registrar*

The registrar is appointed in the same manner as professors are appointed. He is secretary of the faculty and of the committee on policy.

He keeps the records of students, courses, etc., prepares all official publications of the college, and conducts such a bureau of information as is necessary for the academic work of the university.

#### *Appeal*

Each committee, faculty division, or member has the right to appeal any matter to the president or Board of Trustees.

#### INCOME AND EXPENDITURE

Davidson College has for a number of years operated without a deficit; generally, the financial administration is conducted well. It was not difficult to secure from the treasurer desired information on cost items. However, there is not readily available in the treasurer's or auditor's reports the expenses and incomes relating to the dormitories. Accounts should show whether this activity is operating at a gain or loss and how much. As nearly as can be estimated the profit on dormitories is approximately six per cent. It is suggested further that in-

structional supplies be included under instruction as a separate item instead of under operation and maintenance as at present.

The analysis of the financial condition at Davidson at present, considered in the light of the increased income leads to the following observations:

1. The income at present from endowment is inadequate. Table I sets in comparison the distribution of income from various sources at Davidson College and other institutions. Note in the table that the percentage of income at present is 23.7 per cent. of the total as compared with 46 per cent. given by Arnett. It is not many points lower than the average in privately supported institutions in the United States, 27.4 per cent., but it is common opinion among administrators that the 27.4 per cent. is too low due to the impoverished condition of many small colleges. Recognized standards place the desirable income from endowment closer to the percentage given by Arnett.

According to standards given by the American Council on Education (see Kelly, R. L., *Tendencies in College Administration*, page 261) and the North Central Association of Colleges and Secondary Schools, 1925, the present endowment is ample to accommodate about 300 students. This is based on the recommendation that a college of 200 should have an endowment of at least \$500,000 and that endowment should be equal to \$3,000-\$5,000 per student.

However, the estimated income of \$75,000 this year from the gift of \$2,000,000 from Mr. Duke places the college on a sound financial basis. Table I, referred to above, includes the distribution of income with this \$75,000 added. The percentage thus derived is practically identical with that given by Arnett.

2. Table II shows that the average cost per student, all expenditures considered, is \$270. Of five institutions compared with Davidson in the same table four expend more per student. Elsewhere in this report it is noted that classes average higher at Davidson than maintain generally, that library expenses are low, and that accessory space for club rooms, dining hall, etc., is inadequate. These facts doubtless operate in keeping the cost low.

TABLE I.—SOURCES OF INCOME

Student Fees .....	\$87,025.75	
Endowment .....	36,278.91	
Dormitory and other rentals (net profit).....	16,981.93	
Gifts including church collections (8,570).....	11,570.09	
Miscellaneous .....	761.62	\$152,618.30

Taken from Auditor's Report, April 30, 1925, and information about dormitories provided by the Treasurer.

*Percentage Distribution of Sources of Income at Davidson  
Compared with Other Institutions*

Sources of income	Percentage Distribution at Institutions			
	Davidson		Arnett**	Privately Supported Institutions (1)
	1925	1926*		
Student Fees.....	57	38.3	38.8	45.2
Endowments .....	23.7	48.8	46	27.4
Gifts .....	7.6	5.1	8.4	19
Miscellaneous in- cluding profits on dormitory rentals .....	11.6	7.8	6.8	8.3

\* Estimated distribution when \$75,000 income from the \$2,000,000 gift of Mr. Duke is added, assuming other incomes remain the same.

\*\* Arnett, Trevor. College and University Finance, p. 135.

(1) Estimated from the incomes of privately supported institutions in the U. S. as reported in U. S. Bureau of Education Bulletin, No. 20, 1924.

Note 1. Laundry is practically self-supporting.

2. Dormitory rentals.....	\$41,695.20	
Dormitory expenses .....	24,913.27	
Net profit.....		\$16,781.93
Other rentals (fraternities)....		200.00
		\$16,981.93
Dormitory buildings and equipment, value.....	\$265,024.30	
Per cent. of profit 6 +		

The per student value of buildings at Davidson College is \$440 and of dormitories \$461. This is a good average for dormitory facilities, but very low for buildings as observed in Table III. All averages for groups of colleges with which Davidson College is compared in this table shows a higher per capita

TABLE II.—THE AVERAGE COST PER STUDENT OF THE TOTAL EXPENDITURE IN FIVE UNIVERSITIES COMPARED WITH DAVIDSON COLLEGE\*\*

Institution	Per Capita Cost
University of Washington, 1922-23.....	\$227.78
Davidson College, 1924-1925.....	\$270.00
University of Oregon, 1922-23.....	320.84
State College of Washington, 1922-23.....	321.93
Oregon Agricultural College, 1922-23.....	335.65
Purdue University, 1922-23.....	391.16

\*\* Stevens & Elliot. Unit Costs of Higher Education, 1925, p. 149. The Macmillan Company. Reprinted by permission.

Note: The total expenditure included depreciation and excluded dormitories and laundry. Net expense, \$155,422.40. Total students, 575. Depreciation was estimated at 4 per cent. on buildings and 10 per cent. on equipment.

value of buildings. The recent fire which destroyed the main building, and the fact that only one wing of the new building is completed doubtless accounts for the low value.

Numerous surveys of colleges more nearly of the type of Davidson indicate that Davidson's cost per student is relatively low. The average per capita cost for five colleges of the Disciples of Christ was \$279 according to a statement made by Professor

TABLE III.—VALUE PER CAPITA OF ENROLLMENT OF BUILDINGS AND DORMITORIES AT DAVIDSON COLLEGE COMPARED WITH OTHER INSTITUTIONS\*

Institution	Per Capita Value of Buildings	Per Capita Value of Dormitories
Davidson College .....	\$440	\$461
All Colleges in Missouri, 1921-22.....	451	151
Privately Controlled Colleges in U. S. 1921-22 .....	684	191
All Colleges in Ohio, 1921-22.....	763	108
Privately Controlled Colleges in Illinois, 1921-22 .....	1,070	202
All Colleges in Illinois, 1921-22.....	1,277	188

\* Value of Buildings and Dormitories at Davidson College taken from Auditor's report, April, 1925.

Reeves to the Association of American Colleges. (See *Bulletin* of the Association of American Colleges, May, 1926.)

3. The income from the increased endowment when it reaches \$4,000,000, in addition to present endowment of \$660,000 plus, will support an enrollment of approximately 1,000 students.\* According to the terms of the gift of Mr. Duke a percentage of the income is added to the original gift until the amount reaches \$4,000,000.

4. The distribution of expenses according to purpose—administration, operation and maintenance, and instruction—as given in Table IV, shows that the management is following recognized practice. The present distribution to administration is 20.5 per cent.; to operation and maintenance of the physical plant 25.4 per cent.; and to instruction 54.1 per cent. The proportion expended for instruction should not be permitted to fall

TABLE IV.—DISTRIBUTION OF EXPENSES AT DAVIDSON COLLEGE COMPARED WITH "COLLEGE OF LIBERAL ARTS"\*

Expenditure	Amount Expended at Davidson	Per Cent. of Davidson Total	Per Cent. of College of Liberal Arts Total
Administrative (including infirmary) .....	\$36,116.08	20.5	20.4
Operation and Maintenance of Physical plant**	44,592.09	25.4	21.1
Instruction (including Librarians and Scholarships) .....	95,109.31	54.1	58.5

\* Arnett. *College and University Finance*. p. 135.

\*\* Does not include laundry which is self-supporting. No depreciation is included. Taken from auditor's report, April, 1925.

Note: Data in above are not quite comparable since instructional supplies at Davidson are included under Operation and Maintenance; in "College of Liberal Arts" under Instruction. The difference would not vary more than 1 per cent. Davidson also charges to current account some items that Arnett would charge to permanent improvement.

\* This estimate, however, may prove quite inadequate for the future. A leading American college has just announced its estimate for endowment for 1,000 students at over \$8,000,000.

below this amount. The tendency is to approximate 60 per cent. for instruction, which can be expected at Davidson as the enrollment approaches 1,000, since administrative expenses will not increase proportionately.

5. The instructional cost per student per subject as presented in Figure I varies greatly. As generally experienced the sciences cost more than other subjects. Where classes are large, as in Bible and philosophy and English, the costs are less. There is no virtue, however, in very low costs, if classes are too large for effective instruction. For comparison, Figure II shows the average cost for the same subjects in several institutions on which cost data are available. Since the costs in the two figures were estimated on different cost units the relative positions and lengths of the bars representing the costs within a given figure are the

FIGURE I. Average instruction cost per student per subject at Davidson College, 1924.





only bases of comparison. Included also are the costs of the subjects—sociology, fine arts and business administration, which are being considered for inclusion in the curriculum at Davidson.

FIGURE II. Average cost per student clock hour of instruction for two years, 1921-1923, in five institutions.<sup>1</sup>

Law	.6006	
German	.4090	
Education	.3982	
Physics	.3638	
Engineering (Civil)	.3545	
Latin & Greek	.3461	
*Sociology	.3096	
Chemistry	.3053	
Romance Languages	.2956	
Biology (Zool.)	.2836	
Mathematics	.2814	
Philosophy & Psychology	.2695	
English	.2575	
Econ. & Pol. Sci.	.2568	
*Bus. Adm. & Com.	.2200	
History	.2172	
*Fine Arts **	.2073	

<sup>1</sup> University of Washington, University of Oregon, State College of Washington, Oregon Agricultural College, Purdue University. Stevens and Elliott, *Unit Costs of Higher Education*. pp. 142-143. 1925. The Macmillan Company. Reprinted by permission.

\* Not included in Figure I but added here since they are being considered as new subjects at Davidson.

\*\* Does not include architecture.



TABLE V.—NUMBER OF VOLUMES IN THE LIBRARY PER CAPITA OF ENROLLMENT. DAVIDSON COLLEGE COMPARED WITH OTHER INSTITUTIONS

Institution	Number of Volumes
<i>Davidson College</i> .....	37
Privately Controlled Colleges in U. S., 1921-22 .....	45
All Colleges in Ohio, 1921-22 .....	50
All Colleges in Illinois, 1921-22 .....	101
Privately Controlled Colleges in Illinois, 1921-22 .....	92
All Colleges in Missouri, 1921-22 .....	41

6. Expenditure for library books is inadequate at present. Table V shows that the average number of volumes per student in the library at Davidson College is 37.\* This is fewer than the average in privately-controlled colleges in the United States, and in all the other institutions or groups of institutions compared with Davidson. It is inconceivable that a college can give the best service without an adequate library. Table VI shows that the expenditure per student at Davidson is very low. It may not be fair to compare the expenditure at a college with the expenditure at a university. Obviously it is higher at the university, but it is nevertheless evident that the amount expended at Davidson is too low. The North Central Association of Colleges and Secondary Schools, 1925, recommends that the annual expenditure per student be at least \$5.00.\*\*

#### THE PROGRAM OF STUDY

It must be said that Davidson's program of study is organized in the interest of efficiency of operation, using that term in rather a legal sense. The program is built along educationally conservative lines. It is a modification of the traditional college course which had culture and discipline as dominant objectives. Its efficiency of operation lies in the fact that the number of student

\* The situation is mitigated somewhat in that since a fire some years ago destroyed 10,000 volumes of relatively little value, a larger proportion of the books now in the library is suited to the educational program of the college than is usual in college libraries.

\*\*Proceedings of the Thirtieth Annual Meeting, 1925. p. 14.

TABLE VI.—EXPENDITURE PER STUDENT FOR BOOKS, PERIODICALS AND  
LIBRARY SALARIES AT DAVIDSON COMPARED WITH  
UNIVERSITIES (1921-22)\*

Princeton .....	\$52.50
Yale .....	37.00
Harvard .....	33.00
Stanford .....	31.00
North Carolina .....	27.50
Brown .....	27.50
Columbia .....	25.00
Dartmouth .....	23.50
Oberlin .....	22.00
Oregon .....	19.00
Michigan .....	18.50
Texas .....	18.00
Johns Hopkins .....	17.00
Chicago .....	16.00
Illinois .....	15.50
Wisconsin .....	15.00
North Dakota .....	14.50
Kansas .....	12.50
Cornell .....	12.00
Colorado .....	12.00
Indiana .....	11.00
Iowa .....	11.00
Washington .....	11.00
Pennsylvania .....	9.00
Davidson College, 1924-25 .....	5.18

\* Report of the Committee on Educational Survey of the University of Pennsylvania, 1924, p. 86.

Note: Data on which Davidson estimate is made include library salaries from auditor's report, 1925, \$1,799.81 and books purchased 1924, \$978 plus \$200, the estimated expenditure for periodicals and binding.

options in the freshman and sophomore classes is relatively small. The backbone of the junior college course is required for all students with slight variations for A.B. and B.S. courses. There are, therefore, numerous class sections in relatively few subjects. To say this plan promotes efficiency of operation is not to say that it is the best from an educational standpoint. On this point there would be differences of opinion. It is at least the most inexpensive way. It comes to pass that because of the large

freshman and sophomore prescriptions it is necessary for much of the junior and senior elective work upon which students enter when their prescribed work is accomplished to be of an introductory character. The general level of scholastic achievement by the individual student is therefore lowered by the plan. It interferes with the continuity of the individual student's curriculum. It is a program organized in terms of subjects rather than in terms of the previous preparation, ascertained interests and progressive development of students.

Figure III shows the total number of credit hours advertised in the various subjects. Chemistry is almost double that of the next subjects, Greek and Spanish. In terms of the ordinary requirement for a major—24 semester hours—Davidson has twelve principal subjects of study: besides chemistry, Greek and Spanish are physics, biology, German, English, Latin, history, French and Bible. This is a refreshingly small number of major subjects; there are twelve other subjects which may be referred to as service subjects. From the standpoint of simplicity the Davidson program deserves commendation. The college is not undertaking more than it can reasonably hope to do.

Figure IV shows that the work advertised in the catalog is pretty well absorbed by the students. The greatest discrepancies are in chemistry, Latin, French, Greek, German and Spanish. It should be said that the "hours offered" in Figure IV shows a doubling of the "hours offered" during the first semester of the academic year, 1925-26, since the data were not at hand for the second semester. It is, therefore, presumably approximately correct though it may not be mathematically so.

Figure V shows the actual number of students enrolled in the various subjects. It is observed that the total enrollment of students in the various subjects does not correspond either to the hours advertised or the hours offered. For example, English stands seventh in hours advertised and first in total enrollment. Chemistry is first in hours advertised and eleventh in enrollment of students. Several of the subjects which are majors in opportunity for study are not majors in student enrollment. Prescriptions account for some of these results; student elections determine others. There are some subjects which cannot be taken by

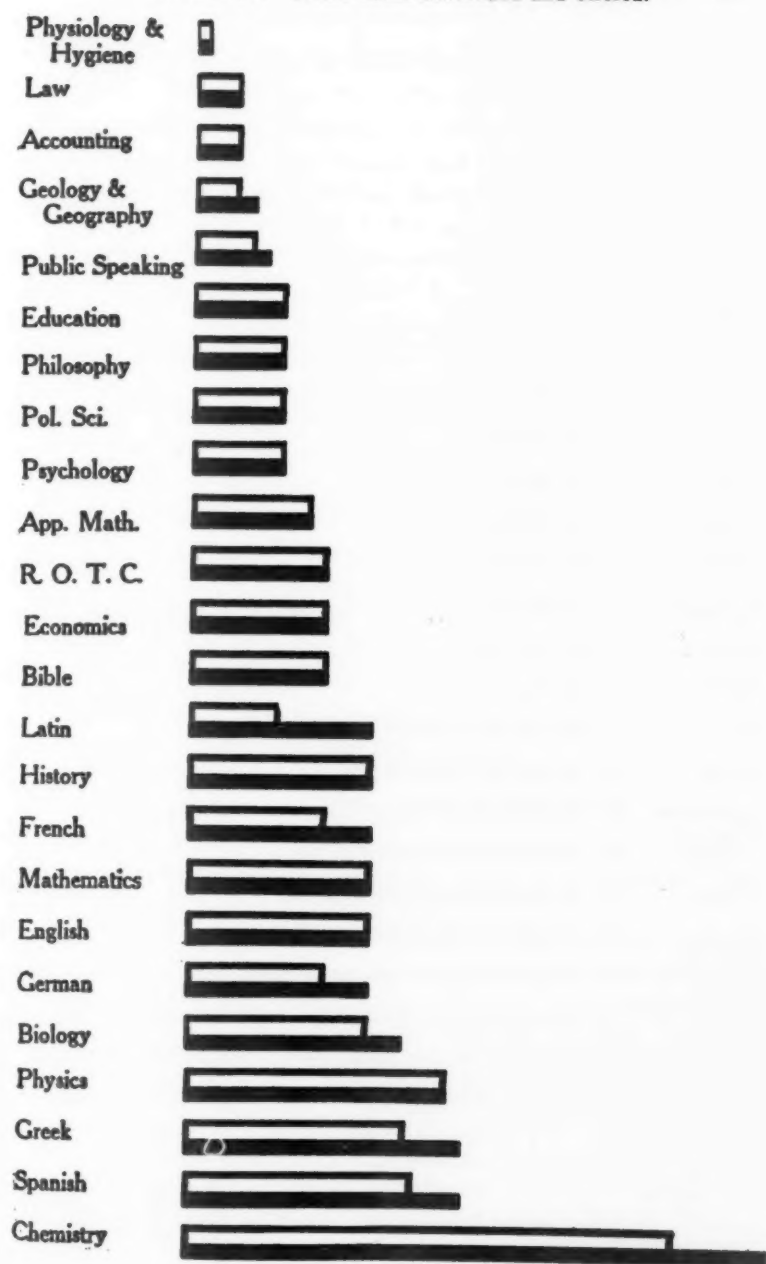
FIGURE III. Credit hours advertised.



■ CREDIT HOURS ADVERTISED, 1925-26

▨ CREDIT HOURS ADVERTISED TO BE GIVEN IN 1926-27

FIGURE IV. Credit hours advertised and offered.




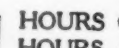
 HOURS OFFERED, 1925-26  
 HOURS ADVERTISED, 1925-26

FIGURE V. Number of students enrolled in courses, first semester, 1925-26.



freshmen and sophomores, and of course since the freshman and sophomore classes are the largest in the college these subjects suffer a handicap when it comes to counting student enrollment.

The most accurate test of the actual work of the college, however, is found in Figure VI. This shows the semester hours earned in the various subjects. It combines both the semester hours offered and the enrollment and affords a picture of the work Davidson was doing during the first semester of the present academic year. In the chart the subjects which earned 500 semester hours of credit or more were in descending scale English, Bible, mathematics, French, R.O.T.C., biology, Spanish, chemistry and Greek. Probably the most remarkable fact disclosed by this chart is the inclusion of Greek in this area of dominant academic industry. Few colleges in the country would show a similar result. This surveyor does not know of any other college in which students earn proportionately so much Greek. This chart also distinguishes between the required and elective work. It discloses the fact that very little elective work is taken in English and Bible. There is considerable elective work in mathematics, R.O.T.C. and public speaking.

Reference was made above to the relative size of the junior college and the senior college classes. In Figure VII the curves of the four college classes have been plotted. This chart shows that the freshman and sophomore classes are maintaining a distinct lead in numbers, the sophomore class gaining somewhat on the freshman. The chart also shows that the size of the junior and senior classes does not vary greatly, although there is a rather wide gap between the junior and senior college areas. In other words, the most striking student mortality at Davidson is between the sophomore and junior classes.\*

The charts thus far exhibited in this section deal with quantitative values. The next four charts attempt to give some information along qualitative lines. Figure VIII indicates a gradual advance in the faculty ranking of students as they progress from freshmen to seniors.\*\* The average grade of the freshmen is under 80, that of the sophomores about 80, that of the juniors about 83, and of the seniors 86.

\* This gap is probably not as wide in reality as statistical data make it appear, since several potential juniors are rated as sophomores until all doubts are removed.

\*\* This seems to indicate progress in habits of study on the part of students. It would be interesting to know if the work is made progressively more difficult. There are two sides to the question.

FIGURE VI. Required and elective hours earned, first semester, 1925-26.

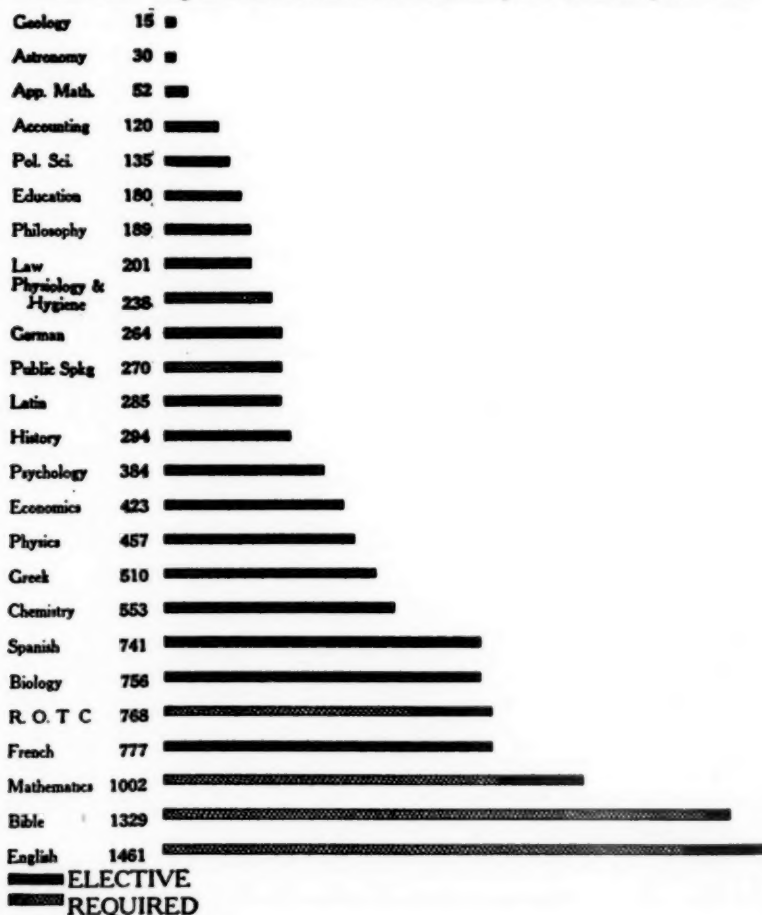


Figure IX shows the relative standing of the Davidson fraternities, and Figure X of the basketball, baseball and football squads. It is interesting that the football squad, which operates within the area of greatest publicity, of greatest stress and strain and it might be said, of greatest administrative temptation, ranks higher than the other athletic squads and also than the fraternities.

The football squad, however, does not surpass the ministerial students in class standing. For each of the five years just

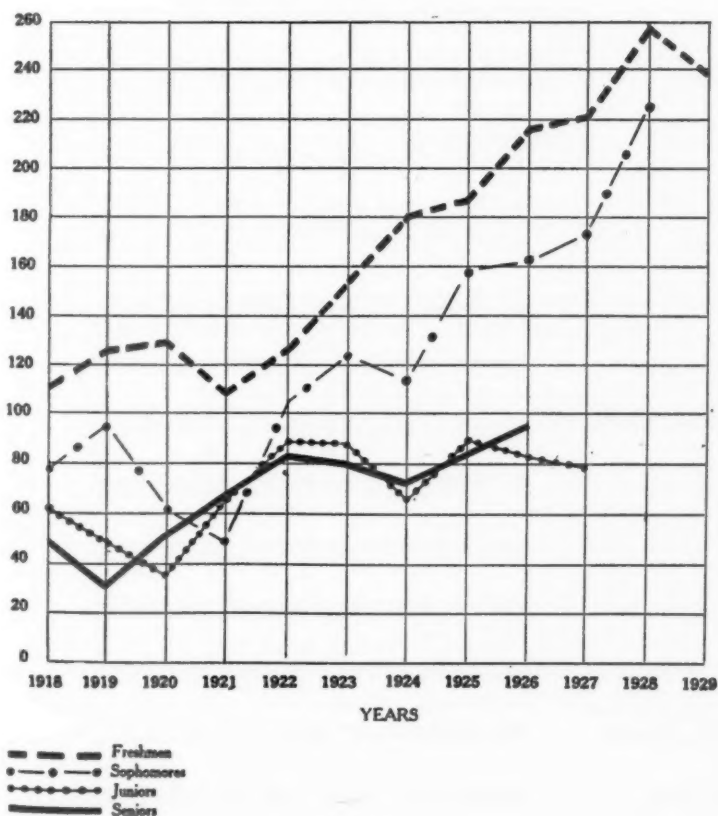


passed, as shown in Figure XI, the ministerial students have surpassed the general student ranking. For the year 1925 the ministerial ranking was about that of the senior group.

### *Expansion of the Educational Program*

The data are not at hand for indicating the *trend* in curriculum subjects over a series of years and from this as a basis for indicating the student demand for the expansion of the college educational program. The fact that so large a proportion of the work is prescribed would prevent this method of prognosti-

FIGURE VII. Relative sizes of college classes.



cation from having its full value. The survey is able to present the trend of alumni vocations, however, which may be taken as a possible criterion of future development. If we know what the alumni are doing we at least know in what field the college may aspire to be of service to its future graduates.

FIGURE VIII. Average grades of college classes.

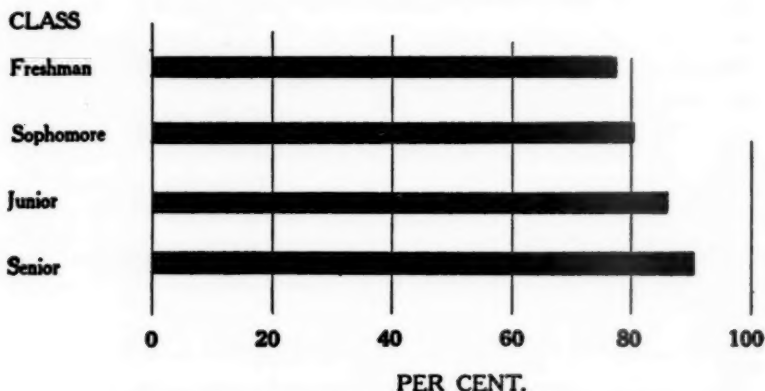


FIGURE IX. Average grades of college fraternities.

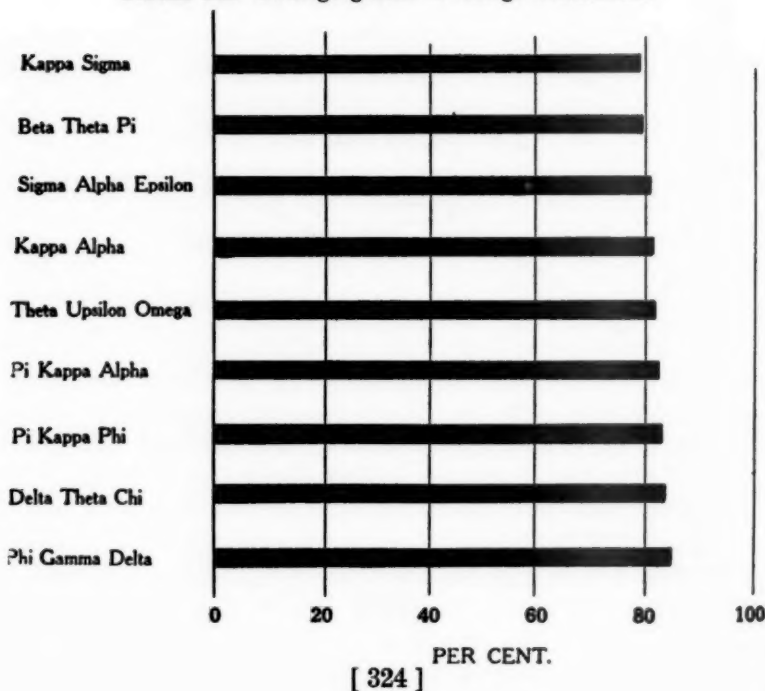


FIGURE X. Average grades of athletic squads.

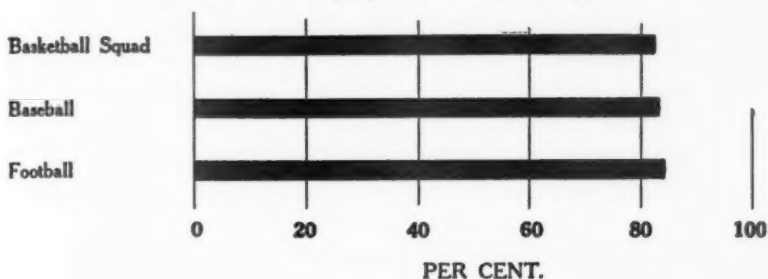
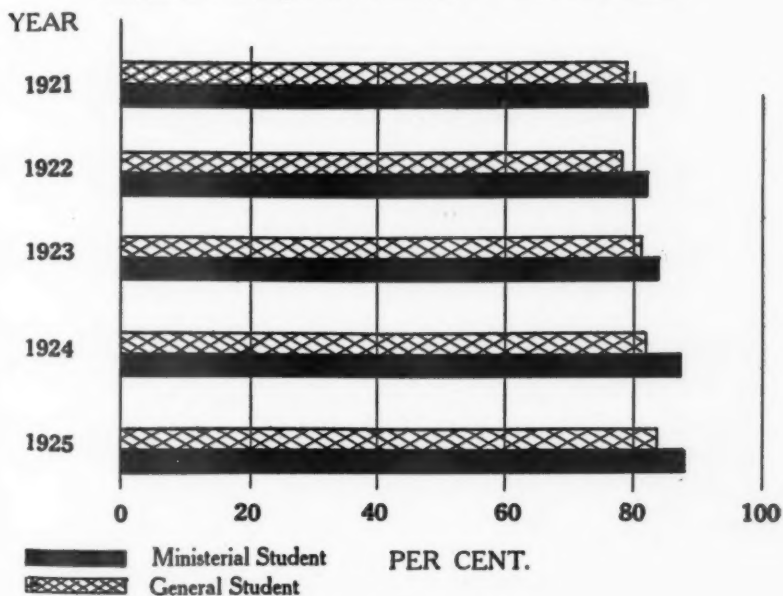


FIGURE XI. Comparative ranking of ministerial students.

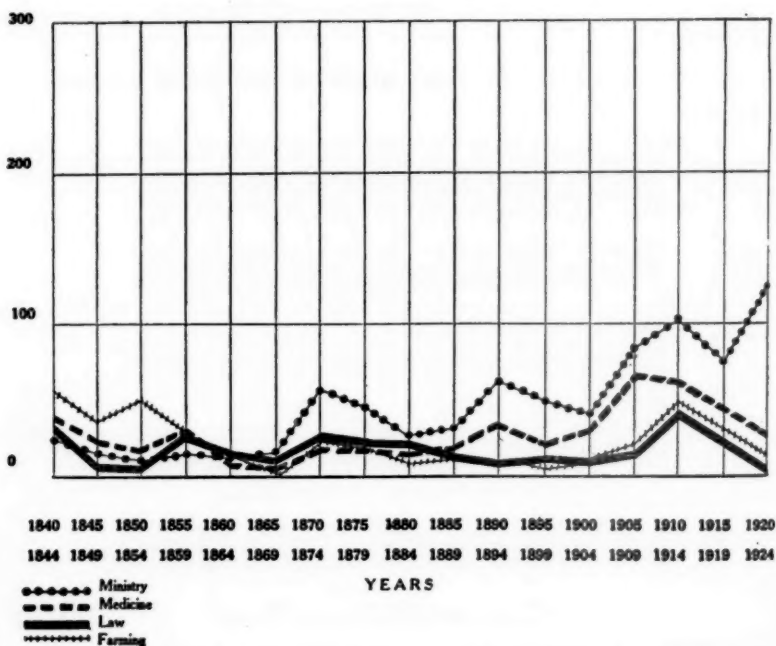


### *Alumni Vocations*

It is possible to state the trend of alumni vocations over a period of eighty-five years—practically the period of the life of Davidson alumni. Our curves are based on data submitted by the registrar concerning 4,043 members of the alumni. During the quadrennium 1840-44 the leading interest of alumni was in farming. Medicine stood second, followed by law and the min-

istry. Vocations ranking below the ministry in numbers were teaching and business. In all these vocations there has been a rythmical development. Business, however, which was at the bottom in 1844, was far in the lead of all vocations in 1924. See Figures XII and XIII. The business curve permanently passed that of the ministry in 1876 and ascended rapidly until 1919.

FIGURE XII. Alumni vocational curves.

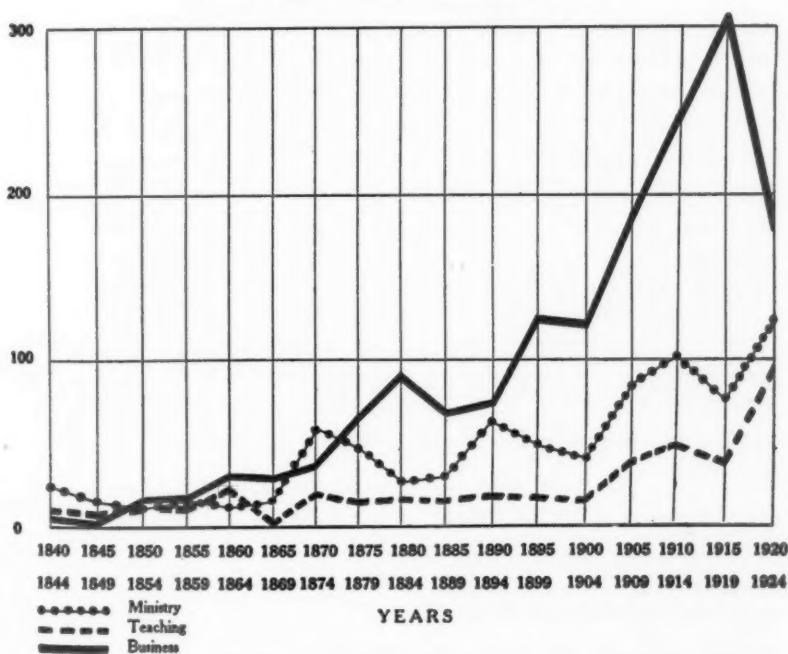


Since then there has been a falling off in the number of alumni entering business, but business is still well in the lead in all vocations.

The number of men entering the ministry assumed permanently second place in 1869 and is now well in the lead of all other vocations except business. The teaching profession has developed as is seen in the chart almost synchronously with the ministry on a somewhat lower level and with business and ministry is still tending upward. Farming, which stood at the top

from 1840 to 1859, is now at the bottom with the single exception of law. Contrasted with both ministry and teaching, which are on the up-grade, are medicine, farming and law, all distinctly on the down-grade for the past eight or nine years. It appears that there is a distinct demand at Davidson for the development of the educational program in the field of business and education. To these should be added a further development of the social sciences.

FIGURE XIII. Alumni vocational curves.



On the basis, not of student or alumni demand, since there is no way of measuring it, but in the light of the striking lack of appeal in the Davidson program to the aesthetic nature of students and of the prevailing lack of musical and other artistic appreciation in the community, the survey suggests the desirability of the introduction of curricular opportunity in the fine arts. As to what subjects should be introduced first is a matter beyond the province of this survey. The survey points out the

evident need. One good place to start artistic appreciation would be on the Davidson campus; another in the religious services.

From the educational program we naturally turn to the faculty in whose hands is found the opportunity and responsibility of putting the program into effect.

#### THE FACULTY

Since instruction is the primary function of Davidson College, the administration is concerned that the faculty, who individually and collectively are responsible for the exercise of this function, shall be adequate in number, sufficiently prepared, amply paid, and loaded with equable teaching duties. These are considered separately.

##### *Number in Faculty*

The number of faculty members at present is fewer than accepted standards dictate. There are thirty full-time staff members. Later under teaching load it is observed that the average number of hours devoted by the staff per week to instruction and the average number of student hours per week as a teaching load are higher than the numbers recognized by desirable standards.

##### *Undergraduate Preparation*

About two-thirds of Davidson's faculty are Davidson men, that is, they received the baccalaureate degree at Davidson. This is strikingly true of the older men. Of the first nine men in the catalog list, all are Davidson graduates. This single indication of academic experience together with the fact that all the permanent members of the faculty belong to one denomination with a definite creed and most of them represent a geographical section of the country raises a presumption of intellectual inbreeding. It has generally been considered necessary to introduce some fresh, barbarian blood into a civilization or a college faculty in order that its pristine vigor may be maintained.

*Graduate Preparation*

The graduate preparation of the faculty compares favorably with that in our best colleges. According to the standards of the Association of Colleges and Secondary Schools of the Southern States the head of a department should have training equivalent to that required for the doctor's degree or a corresponding professional or technical training. Faculty members of professorial rank should have training including at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. Of the thirty full-time members of the Davidson faculty, nine hold the doctor's degree; in addition eleven hold the master's degree or equivalent. (See Table VII.) The doctors' degrees now held by Davidson's faculty were conferred by Johns Hopkins, which has quite a lead over all other universities and by Virginia, Leipsic, Yale, Cornell and Chicago. Faculty members are pursuing graduate work on leaves and during the summer sessions in Princeton, Michigan, North Carolina, Columbia and other universities of the first rank. Several of the staff are sent abroad during the summer, the college or personal friends defraying part or all of their expenses. During the summer of 1925 four members were given such privileges. Dr. Harding, Professor of Greek, was in Greece; Dr. Schewmake, Professor of English, in England; Dr. Lingle, Professor of French, in France; and Mr. Blythe, Professor of Spanish, in Mexico. Benefactors are to be highly commended who make it possible for faculty members thus constantly to refresh themselves, one another and the college as a whole. This is an interesting variation from the sabbatic leave which has not yet been introduced.

TABLE VII.—DISTRIBUTION OF FULL-TIME FACULTY MEMBERS (EXCEPT R. O. T. C.) ACCORDING TO PREPARATION

Ph.D. ....	9
M.A. ....	11
A.B. ....	6

Note: M.A. includes M.S. and other equivalent degrees; A.B. includes B.S. and other equivalent degrees.



Davidson appears to have a threefold answer, then, to the presumption of inbreeding. (1) Increasingly, effort is made to secure for appointment the best men whether or not they are Davidson graduates. (2) The men before their appointment pursue graduate study in the best American and European universities. (3) After their appointment professional success is measured not only by satisfactory teaching but by the attainment of further breadth of view and enriched experience in extended study at home and abroad. Davidson evidently holds to the modern view of biological advance that the best blood may be constantly improved by other means than blood infusion.

### *Salaries*

The salaries paid faculty members compare favorably with salaries paid elsewhere in similar institutions. Table VIII

TABLE VIII.—AVERAGE SALARY PAID STAFF AT DAVIDSON COMPARED WITH AVERAGE SALARY PAID BY COLLEGES IN THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES AND CERTAIN ENDOWED COLLEGES AND UNIVERSITIES

Rank	Davidson 1925-26	Southern States*	Arnett**
Professor .....	\$3,756	\$3,111	\$3,190
Associate Professor .....	2,600	2,833	2,254
Assistant Professor.....	1,943	2,218	1,958

\* Taken from a report compiled by the registrar of Georgetown College, September, 1925.

\*\* Arnett, Trevor. Teachers' Salaries in Certain Endowed Colleges and Universities, p. 21. 1921.

TABLE IX.—PERCENTAGE OF STAFF HOLDING PROFESSORIAL RANK IN SEVERAL INSTITUTIONS—1922-23\*

Institution	Percentage of Professorial Rank
University of Washington.....	61
University of Oregon.....	75
Washington State College.....	54
Oregon Agricultural College.....	55
Purdue University.....	63
Davidson College, 1925-1926 .....	67
Average .....	62

\* Stevens & Elliott. Unit Costs of Higher Education. 1925. p. 159. The Macmillan Company. Reprinted by permission.



shows that the average salary for professors at Davidson, \$3,756, is higher than that maintained generally in this type of institution. Sixty-seven per cent. of the faculty hold full professorial rank as shown in Table IX. The average in the other two grades, associate and assistant, is lower than the average in the colleges of the southern states. Some colleges in the same class are paying \$4,000 to \$5,000 to full professors. The present salary schedule is:

Professor .....	\$3,400	\$3,600	\$3,800
Assoc. Professor .....	2,400	2,600	2,800
Asst. Professor .....	1,800	2,000	2,200

At present most of the professors draw the maximum salary.

Promotion in salary is made each two years until the end of the grade; transfer to a higher grade is at the will of the trustees. Associate and assistant professors are elected annually; professors have indefinite tenure.

It is hardly likely that the last step of \$3,800 for professors will be final since situations will arise when a higher salary will be required to hold an exceptional member of the staff.

A few colleges do adhere rigidly to their salary schedule and allow their best men to leave when a small increase would hold them.

Regarding the annual election of associate and assistant professors there is question. It is advisable to reelect annually the recent appointees for a few years fully to assure the administration that no mistake has been made in the selection. After a reasonable test period the tendency is to place a staff member on indefinite tenure.

The introduction of a system of retirement pensions or life annuities would greatly enhance the academic morale.

### *Teaching Load*

The teaching load of faculty members varies with a number of factors such as the subject taught, method of instruction, duplication of sections, size of class and elementary or advanced character of the work. It is difficult to give proper weight to all these factors in evaluating the teaching load of the different members.

Figure XIV shows separately the number of hours given by each staff member per week to instruction in class, and to other work as preparation, reading of papers and student conferences. This chart is prepared from the individual reports by the faculty members. Account must be taken of certain inconsistencies in

FIGURE XIV. The teaching load per week per instructor.



\* R. O. T. C. instructor. Does not include considerable time spent on the firing ranges which comes regularly through the session.

\*\* Part time instructor.

<sup>1</sup> Not weighted.

<sup>2</sup> Includes class preparation, reading of papers, and student conferences.

<sup>3</sup> In addition spends an average of 9 hrs. a week in conference relating to debates, oratorical and declamatory contests.

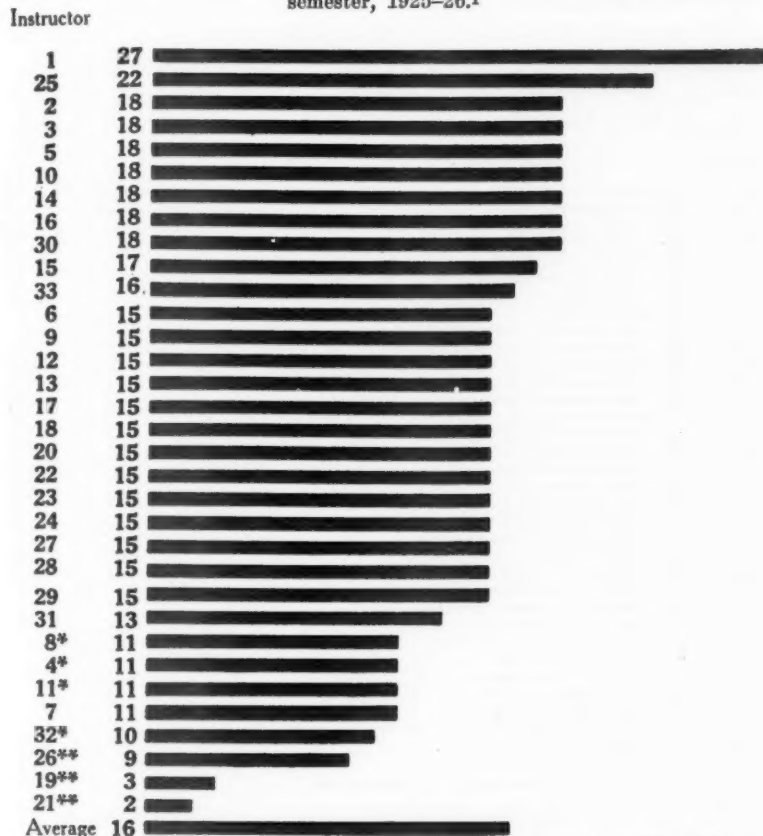
Note: This chart was prepared from data supplied by faculty members.

reporting, especially in the amount of time given to reading papers and in preparation. The chart reveals considerable variation in the total number of hours devoted to instructional activities, the new members as a rule giving more time to prepa-

ration. The time given by the R. O. T. C. staff members is lower on the average than the time given by the regular staff.

Figure XV shows the total teaching hours of the different staff members, one and one-half hours of laboratory and the same number of drill\* being considered as equivalent to one hour of

FIGURE XV. Teaching hours for members of the faculty per week for first semester, 1925-26.<sup>1</sup>



\* R. O. T. C. instructor. Does not include considerable time spent on the firing ranges which come regularly through the session.

\*\* Part time instructor.

<sup>1</sup> Data supplied by registrar.

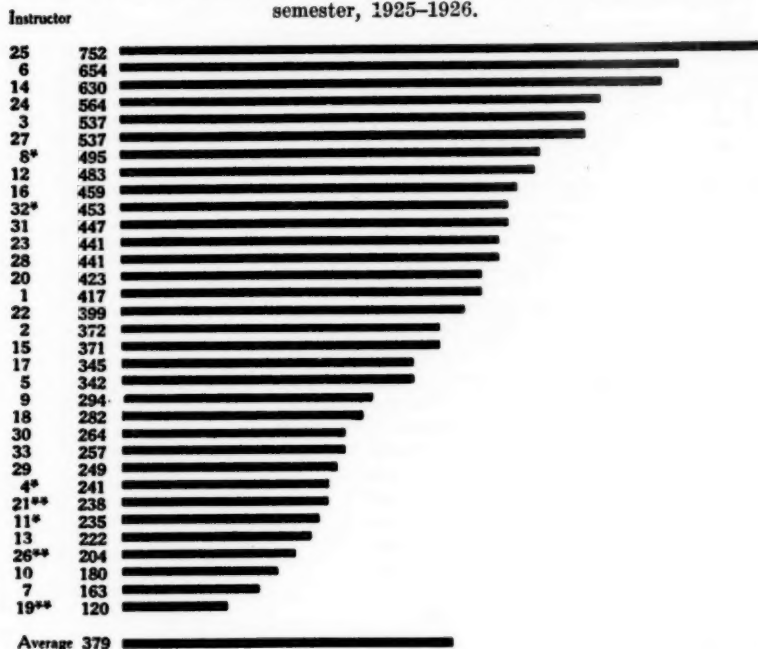
Note: In this chart one and one-half hours of laboratory or drill are counted equivalent to one hour of recitation.

\* "It is the desire of the War Department that this credit be given on the same basis, hour for hour, for practical and theoretical instruction as is given for laboratory and class-room work in other departments." War Dept. Regulations. Par. 57. A. R. 145-10.

recitation. The average for full-time members is 16.6 hours. In a study of thirty institutions, 1919, Leonard V. Koos found the average in liberal arts courses to be approximately 14 hours. The Association of Colleges and Secondary Schools of the Southern States in defining standards states that "teaching schedules exceeding 16 hours per week, per instructor, shall be interpreted as endangering educational efficiency."

The number of student hours per instructor per week embodies both the time given to instruction and the number of stu-

FIGURE XVI. Student hours for members of the faculty for the first semester, 1925-1926.

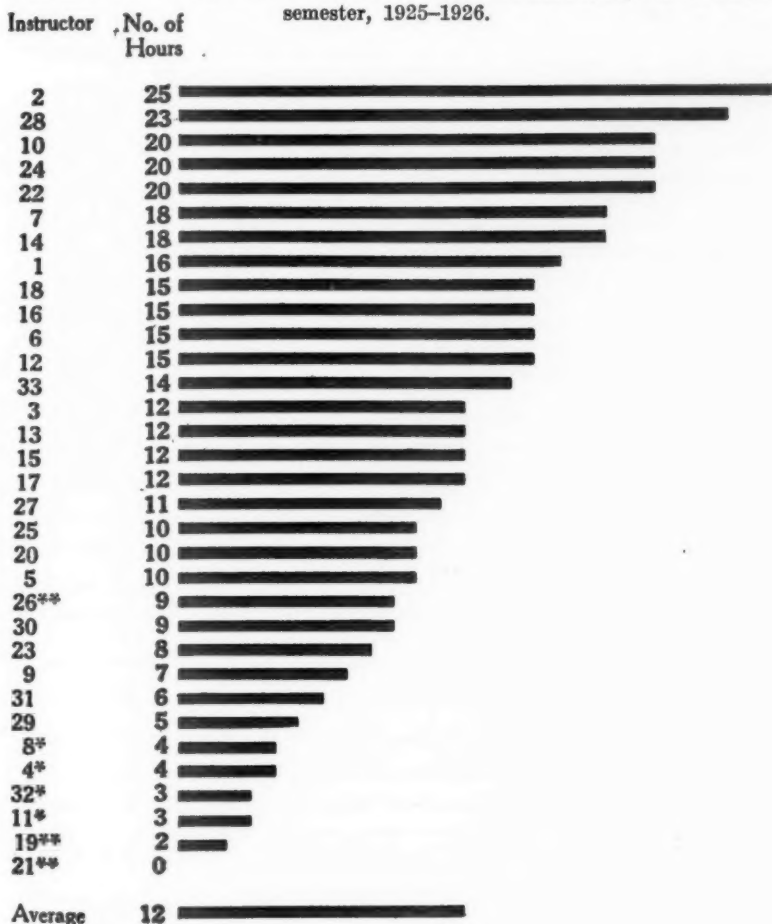


\* R. O. T. C. instructor.

\*\* Part time instructor.

Note: Student hours are computed as follows: The number of recitation, lecture and laboratory periods (one and one-half hours of laboratory or drill counted as equivalent to one of recitation) per week is multiplied by the number of students enrolled in each. Some authorities would count two hours of laboratory, as equivalent to one of recitation, but we have weighted it on the other basis because Professor Reeves does so in his surveys.

FIGURE XVII. Preparation hours for members of the faculty for the first semester, 1925-1926.



\* R. O. T. C. instructor.

\*\* Part time instructor.

Note: Data supplied by faculty members.

dents enrolled in each class, and is therefore a safer indication of the teaching load of the staff. Figure XVI gives the student hours for each staff member per week. There is wide variation in the student hours. If fifteen teaching hours per week and thirty students a class, exclusive of lectures, is accepted as a





saturation load for a staff member this chart indicates that several members may be carrying too heavy a load.

Figure XVII shows the hours spent in preparation. Great variation is evident here also. The amount of time given by the faculty as a whole to student conferences is small. Figure XVIII shows respectively the time in hours given to instruction, preparation, reading papers and student conferences. Only seven minutes is given by the entire faculty to each pupil per week in conference on matters which may be called instructional to distinguish them from those of an administrative nature. The faculty undoubtedly teach the maximum number of hours allowable in a college which has Davidson's academic standing. With improved methods of teaching the number of hours of actual instruction will be reduced and an increased amount of time will be set free for personal and group conferences on subjects growing out of the academic phase of college life. With slightly modified administrative machinery, by which professors would be relieved of much routine administrative responsibility, this time for conferences might be increased. These conferences may be made very vital and may contribute much to a more effective academic life.

#### PLANT UTILIZATION

The survey pictures the present use of the space in the college plant as a basis for determining the needs for new space and the best use of that which now exists. The space of the several build-

FIGURE XVIII. Distribution of the total time per week devoted to instructional purposes by the faculty of Davidson College.\*

Instruction	511	
Preparation	383	
Reading Papers	129	
Student Conference	76	

\* Based on reports made by the faculty members.

ings as well as of the institution as a whole is considered, and where similar data from other colleges are available, they are set in comparison.

The tables which display the use of the space reveal the following:

1. The instructional space at Davidson College is 35.8 per cent. of the total space. Table X shows that this per cent. is lowest of the five institutions compared.

2. The number of square feet of space per student at Davidson College, considering all space, is 125. Table XI shows that this is the smallest amount per student in the five institutions compared.

3. The instructional space per student at Davidson College is 44.6 square feet. Table XII indicates that this is small com-

TABLE X.—CLASSIFICATION OF BUILDING SPACE IN FOUR INSTITUTIONS\*

Institution	Instructional Space in Terms of Per- centage of Total Space	Accessory Space in Terms of Per- centage of Total Space	Year of Survey
<i>Davidson College**</i> .....	35.8	64.1	1926
State University of Iowa.....	39.6	54.7	1916
Iowa State Teachers' Col- lege .....	44.2	50.2	1916
Iowa State College of Agr. & Mech. Arts .....	44.9	53.2	1916

\* U. S. Bureau of Education, Bul. 1916, No. 19.

\*\* Of the 64.1 per cent. of accessory space at Davidson College, 20 per cent. is used for purposes of administration.

Note: "Instructional" space includes all space used for classrooms, lecture rooms, laboratories, or space for individual equipment so specialized for a particular purpose that each student is equipped to pursue his task irrespective of others in the room at the same time.

"Accessory" space includes museums, libraries, reading rooms, display rooms, locker rooms, dressing and rest rooms, halls, corridors, stairs, dead floor space, literary society rooms, and space used by outside interests.

"Administrative" space, which is included under "accessory" in the table above, is applied to offices, storage and supply rooms, janitor rooms, heating and power plants and private laboratories.



pared with other institutions. Of the twelve compared, Davidson is the lowest.

TABLE XI.—AMOUNT OF FLOOR SPACE PROVIDED PER STUDENT IN FIVE INSTITUTIONS

Institution	No. Sq. Ft. per Student*	Year of Survey
<i>Davidson College</i> .....	125	1926
University of Kentucky .....	127	1923
University of Nevada .....	237	1917
University of Iowa .....	239	1916
Iowa State Col. of Agr. & Mech. Arts.....	248	1916

\* Includes all space devoted to instructional, administrative and other purposes. Does not include dormitories.

TABLE XII.—INSTRUCTIONAL SPACE PER STUDENT IN TWELVE INSTITUTIONS

Institution	Square Feet per Student*	Year of Survey
Purdue University** .....	131.7	1923
Iowa State Col. Agr. & Mech. Arts.....	111.3	1916
Ellensburg Normal—(Wash.)** .....	109.3	1923
State University of Iowa.....	94.1	1916
Cheney Normal—(Wash.)** .....	93.7	1923
Oregon Agricultural College** .....	84.4	1923
State College of Washington** .....	82.7	1923
University of Oregon** .....	76.6	1923
Bellingham Normal—(Wash.)** .....	73.1	1923
University of Washington** .....	70.6	1923
Monmouth Normal—(Ore.)** .....	48.7	1923
<i>Davidson College</i> .....	44.6	1926

\* The number of square feet devoted to instructional purposes was divided by the number of students enrolled.

\*\* Stevens and Elliott. Unit Costs of Higher Education, 1925, p. 160. The Macmillan Company. Reprinted by permission.

4. The instructional space at Davidson College is used to 16.9 per cent. of its capacity on the basis of a 44-hour week, or 18.6

per cent. on the basis of a 40-hour week. Of the nine institutions compared, five utilize a higher percentage of instructional space than Davidson. The highest percentage is Iowa State College of Agricultural and Mechanical Arts, 28.4 per cent. (See Table XIII.)

TABLE XIII.—AVERAGE USE OF INSTRUCTIONAL SPACE IN TERMS OF A PERCENTAGE OF CAPACITY\*

Institution	Average Use in Terms of a Percentage of Capacity	Year of Survey
<i>Davidson College*</i> .....	16.9	1926
University of Iowa.....	19.8	1916
Iowa State Teachers' College.....	23.9	1916
Iowa St. Col. of Agr. & Mech. Arts.....	28.4	1916

\* Davidson College operates on a forty period week which would give a percentage of 18.6. To make the figures comparable with those in other studies they were translated into the terms of a forty-four period week, the basis used in other surveys.

Note: The method used in determining the capacity was that followed in the Iowa Survey as modified by Professor F. W. Reeves, of the University of Kentucky. The combined seating capacity of all classrooms and laboratories (the number of seats now in the rooms) was multiplied by 44, the number of weekly periods used as the basis by the Bureau of Education in the Iowa Survey. The sum of the students meeting in all rooms during all periods of the week was then divided by the product thus obtained.

5. The space used in Chemical and Armory buildings is much less than in the Temporary, Chambers and Shearer being respectively 7.7 per cent., and 9.6 per cent. as contrasted with Temporary 21.4, Chambers 21.6 and Shearer 24.3 per cent. (See Table XIV.)

In considering a building program for the future the foregoing data on the utilization of space lead to the following conclusions:

1. The present space available in the wing of the Chambers Building, already completed, can accommodate the new courses proposed elsewhere in this report by utilizing the class rooms during a greater portion of the time. The space in Chambers

TABLE XIV.—AVERAGE USE OF INSTRUCTIONAL SPACE IN TERMS OF A PERCENTAGE OF CAPACITY AT DAVIDSON COLLEGE\*

Building	Average Use in Terms of a Percentage of Capacity
Chemical .....	7.7
Armory .....	9.6
Temporary .....	21.4
Chambers .....	21.6
Shearer .....	24.3

\* Based on forty period week and enrollment figures for 1925-26. For statement of technique used in this computation see note accompanying Table XIII.

Building will accommodate also the classes housed at present in the Shearer Building. Such accommodations will necessitate a readjustment of schedules to throw more classes into early morning and afternoon periods and on Tuesday, Thursday, and Saturday, the periods used least at present.

2. The other wing of the Chambers Building should be completed to care for the science classes now housed in the Temporary Building and additional classes when increase in enrollment becomes advisable. The construction of the Temporary Building is such that at present its availability for instructional purposes is limited to a few years. Early completion of the additional wing of Chambers is imperative. Should it be necessary, however, to accommodate a portion of such science classes elsewhere the Chemistry Building may be utilized. At present only 7.7 per cent. of its capacity is being used. Its space is not in use most of the forenoons.

3. Accessory space for services not strictly instructional is at present inadequate. The plant has no provision for a central dining hall, association and society meeting center for students, social center for students, faculty and alumni, and offices for student publications and other activities. The central portion of the Chambers Building, as contemplated in the present plan, includes space for these purposes. This portion of the Chambers Building, as well as the instructional wing for sciences,

should be completed. This arrangement, however, prevents the placing of the fraternity social buildings in the same group with the non-fraternity social rooms and seems to encourage a social cleavage in the college life. The grouping of fraternity and non-fraternity housing accommodations at Swarthmore College and at Northwestern University might be cited as recent attempts to preserve the social solidarity of the college life. Davidson needs to devote some careful thought to this problem before her policy is crystalized.

4. The Chambers Building, when completed, can accommodate from 900 to 1,000 students. This conclusion is based in part on the fact that the students at present in the Shearer and Temporary Buildings per week is less than one-half the number now accommodated in the Chambers Building. It is recognized also that space can be used to a greater percentage of the capacity. A separate class room for each professor is an ideal toward which not many colleges dare aspire. Most colleges would prefer to place the extra money into salaries and other forms of faculty welfare.

#### THE DEVELOPMENT OF RELIGIOUS LEADERS

In the work of training for Christian leadership Davidson College has ninety years of experience with a definite plan and procedure. The plan was conceived in prayer by consecrated men. It involves, as phrased by President Martin, the giving of "a distinctly Christ-filled education to all students and it was especially mentioned that a prime object was the education (not theological but pre-theological) of young men who had dedicated their lives to the Gospel Ministry." For the achievement of these ends there were specific charter provisions. On the basis of these provisions have grown up customs and traditions from which there is little tendency or desire to deviate. The development of a well defined type of Christian character is recognized as an inherent and essential part of the "wildcat spirit." Without this there would be no Davidson College.

#### *A Board of Presbyterians*

The composition and organization of the Board of Trustees and Executive Committee has already been set forth. To pro-

duce Christian leaders Davidson begins at the source of authority. The provision that every meeting of the Board shall begin with prayer is a typical indication of the attitude of expectancy of the founders of the college. The provision that each Presbytery elect members of the Board establishes a close relationship between the college and the churches and guarantees the perpetuation of the church point of view in attacking college problems. It develops a sense of ownership of the college by the church which is enhanced by the repeated presentation of reports of college progress to the Presbyteries.

#### *A Faculty of Presbyterians*

The method of selecting members of the faculty as stated by the President of the Board is a further guarantee of singleness of purpose in the college. The first question asked concerning a candidate for appointment according to this statement is: Will his influence be positively Christian? Will he help to make a Christian atmosphere? This is followed by a second question: Does he know his subject? and by a third: Can he teach his subject? If these conditions are satisfactorily met and the appointment is made the new faculty member takes the same vows prescribed by the church for the ordination of elders and ministers. In section 35 of the constitution may be found these pledges.

(a) Do you sincerely believe the old and new testament to be the Word of God, the only infallible rule of faith and practice?

(b) Do you sincerely receive and adopt the confession of faith of the Presbyterian Church in the United States as faithfully exhibiting the doctrines taught in the Holy Scriptures?

(c) Do you solemnly engage not to teach anything that is opposed to any doctrine in the confession of faith; nor to oppose any fundamental principle of Presbyterian Church Government while you continue a professor or teacher in this institution?

(d) Do you solemnly promise to be faithful in the discharge of your duties as a professor in this institution?

It is found that the faculty members thus selected conform to the ideals of the college and the church, and identify them-

selves actively with phases of the church life and the religious life of the college. They are elders in the church, they superintend and teach in the Sunday School, they attend and participate in the prayer meetings, they are identified with student religious activities, they lead the chapel service and in general present a group demonstration, by precept and example, of the type of Christian life and doctrine approved by the college. A good many of the faculty are tithers and some keep separate bank accounts for this purpose. As a concrete illustration of the thoroughness with which the demand for Christian teachers operates it was found that of the four officers of the local R. O. T. C., all, besides being college graduates, are members of evangelical churches, though not of the Presbyterian Church. Exceptions are allowed in these cases to the requirement that all faculty members be Presbyterians, since these officers are detailed by the War Department and are therefore not considered permanent members of the faculty. According to the testimony of the ranking officer, Captain Weems, the ideals and customs of the college apply with these officers within their homes as well as on the campus. The officers attend church and Y. M. C. A. meetings and they and their wives refrain from dancing and card-playing and such other customs as are not approved by the college.

The men in the faculty are men of scholarship and teaching power. To teach is the dominant purpose of every man among them. This guarantees personal interest in students and the establishment of student contacts which contribute largely to student development. The policy of the college for every member of the faculty no matter what his rank or status to dip down into the beginning work is a significant item in personality building. Every man in the faculty has one or more Freshman sections among his classes. The only exceptions found here are those men whose work is confined to the upper classes because college prescriptions eliminate their subjects from the Freshmen and Sophomores.

The internal operations of the college are governed by the faculty largely through committees working under rules and



regulations which have accumulated during the years. The number of compulsory regulations attracts the attention of a visitor. The faculty as a whole defend, the students as a whole do not resent these multiform regulations. Of course personal influence accomplishes much. The faculty members take seriously the function *in loco parentis*.

It was the judgment of a majority of those interviewed—officers, teachers and students—that the personality, character, vital religious experience and thorough-going consecration of the faculty to the task at hand is the most important factor in the total process of Christian education at Davidson College. Teachers of science, mathematics, language, history as well as Bible and philosophy all spoke of their concern for the spiritual life of students and some feelingly spoke of their having been used as instruments in bringing students to epochal life decisions.

#### *A Homogeneous Student Group*

The faculty have a most homogeneous group of students with whom to work. They are of American stock descended largely from Scotch-Irish ancestors. This statement as to Scotch-Irish descent applies to perhaps ninety per cent. of the enrollment. They come almost without exception from Christian homes—from homes in which religious experience and the methods of preserving and practicing religious experience are as much taken for granted as the three meals a day. They are familiar with family worship, the Sunday School, the Church, the Young People's Society. This carefully selected group, carefully educated from their cradles in the principles of the Christian religion, naturally gravitate to Davidson College. Practically all of the students are church members—last year all but two who were waiting, it was said, to join their home churches. A large proportion of the students are pre-ministerial candidates—approximately one in six or seven.

The students as well as the faculty, therefore, belong to a race of men whose distinctive passions for centuries have been religion and education. The training of these men really began hundreds of years before they were born.



There is, therefore, not only on the Davidson campus but in the home of Davidson men scattered about among the hills and valleys of many states a prayer and an expectancy that the traditions of the college will be maintained and the stream of religiously minded youths will flow on uncontaminated. It is with this prayer and this expectancy that Davidson's team of recruiting agents, composed of Davidson men, Presbyterian pastors and Presbyterian parents carry on their unofficial activities. Both heredity and environment conspire to make it hard, not easy, for a Davidson man to go wrong.

### *The Instruments of Education*

*Chapel.* There is a daily chapel exercise—six times per week. It is conducted on a cooperative basis. The opening singing is entirely in the hands of the students, the Bible readings and prayers are usually conducted by members of the faculty. After the short devotional exercises are over the students again take charge and consider whatever campus problems are uppermost at the moment in the student interest. That the chapel exercise is a tremendous agency of unification on the campus is a significant by-product.

*Bible Study.* Biblical history is included in the Davidson curriculum as a required subject for Freshmen and Sophomores and the Bible itself is used as the basal text book in the classes. The teaching is done by men especially equipped for this work. There are four men teaching Bible although not exclusively Bible. Departmental lines are not drawn so closely as in most colleges. The senior Bible teacher also teaches philosophy and serves as Dean of Men. Three hours of work are required for the two years. Twelve semester hours are required of all junior college men. All of the Freshman work and half of the Sophomore is in Old Testament. The courses are survey courses. The aim is to attain a knowledge of the contents of the book. The chief emphasis is not on criticism or interpretation or exegesis. The primary problem is to find what the Bible says; with this end in view the courses are subject to the same routine of teaching and to quizzes, reviews, examinations, and grades as any other subject.

It is of interest to note that practically no elective work in Bible is taken in the senior college. There is no work in Religious Education. There are no volunteer Bible classes in the Y. M. C. A.

*The Church.* There is a Presbyterian Church adjoining the campus which is attended by the members of the college, faculty and students and by members of the small community generally. The college is located in a small village. All students are required to attend on Sabbath morning. Each student is assigned a seat and monitors check up on attendance. Because of the increased enrollment of the college the church cannot accommodate all the students at one time this year so that seniors are allowed to attend the evening meeting to fulfil the requirement. Early this year there came before the faculty a petition praying for the extension of the privilege of choice as to morning and evening church attendance to all the students of the college. The petition was not granted.

In the Sunday School there is a college students' class conducted on a voluntary basis, four professors being in charge respectively on the four Sabbaths of each month with a fifth professor for the occasional fifth Sabbath. The attendance at this class is not large. Students are not in evidence in the choir, as ushers, or in other active capacities in the church services. Students do not attend the midweek church prayer meetings.

*Student Organizations.* The Y. M. C. A. is the leading volunteer religious agency on the campus. In addition there is a ministerial band made up of all candidates for the ministry and a Student Volunteer Band composed of students dedicated to foreign service. The honorary fraternity O. D. K., the student council, and the athletic association, while not essentially religious organizations, of course, contribute much to the religious ethical status of student life. Then there are the regular fraternities.

*Fraternities.* There was no evidence discovered that the fraternities make any positive contribution to the religious life of the college. At the best their influence is negative. Of course, many fraternity men are actively interested in religious life and

the fraternities are in no sense anti-religious. According to the faculty chairman and the committee on fraternities there are fewer fraternity men in proportion in the "Y" meetings than from the student body as a whole. There are very few candidates for the ministry in the fraternities. The six big national fraternities on the campus had not a man last year in Phi Beta Kappa, nor a single college debater. The local fraternities being not so well established make a better record. The main emphasis of the fraternities is on the social side of college life. The social regulations of the fraternities are enforced with considerable degree of looseness. There is no system of chaperonage except that furnished incidentally and unofficially by the house mothers. Evidently the fraternities are not setting advanced ideals even in the social realm. The present organization of the college tends to separate religious activities from social activities.

*The Student Council.* The Student Council handles most cases of student discipline such as cheating and disorders of various kinds.

The Student Council, while not a court of last resort, has had but one case appealed to the faculty during its entire history of something like fifty years. In this case the Executive Committee after hearing the father of the boy and going over the case jointly with the father and the Student Council, by unanimous vote sustained the Student Council in its decision. Occasionally a student who has been penalized by the Student Council appeals to the student body, but there are few cases on record, if any, where the student body has reversed the action of the Student Council. By way of illustration of the operation of these agencies a very popular football man was dismissed recently by the Student Council for cheating. He appealed to the student body, which sustained the action of the Student Council, and then upon invitation by the Dean declined to appeal to the faculty, and left the college.

*The O. D. K.* One of the most effective agencies in controlling the ethico-religious life as well as the general academic and social life of the college is the honorary fraternity, O. D. K., an inter-collegiate society found now only in southern institutions with

the exception of the University of Pittsburgh and Lehigh University, open to seniors only who have distinguished themselves in some type of leadership. While the basis of election is acknowledged leadership, nevertheless, a successful leader who was distinctly poor in his academic work would not be elected to the Society, although the Society in no sense takes the place of the Phi Beta Kappa. There are now four active members of the faculty and approximately a dozen students in the Davidson Society. The meetings are informal and the operations of the Society are usually unobserved even by the members of the college. No reference is made in the catalog to this Society, although that is said to be merely due to neglect and not to plan. The Society deals not so much with men as with measures which effect the best life of the college. As an illustration, it was influential some years ago in making hazing a student problem, and then leading the Student Council to abolish it from the campus.

*Athletics.* Davidson is one of the North Carolina institutions known as the "Big 5" in athletics. Her teams, therefore, *play ball*. This description of Davidson athletics applies not only to success in winning games but to the ethical status of athletics both intramural and intercollegiate. The control of athletics is in the hands of the faculty. There is no alumni interference. The vicious elements of intercollegiate athletics even if we look into football, the storm center of such sports, are conspicuous by their absence. This is the testimony of Davidson's athletic rivals. It is confirmed by our own careful observations. Not only is there no "scouting" by the coaches for athletic material, but it is as difficult for a successful athlete to secure a scholarship in Davidson as for any other candidate. There is tremendous force in Davidson's unity of purpose on the athletic field and one hears of victories which are largely the outgrowth of such spirit—known locally as the wildcat spirit. Davidson has clean athletics and this fact makes no small contribution to Davidson's vital religious life.

*The Ministerial Band.* With the presence on the campus of so many men who are looking forward to the ministry, it can

easily be understood that the Ministerial Band is an organization of consequence. The Band has weekly meetings on Sabbath afternoons. It concerns itself with topics of a prevocational character and is often addressed by ministers and other religious workers conspicuously successful in their fields of activity.

*The Student Volunteer Band.* The Student Volunteer Band is also a vigorous agency for the self-improvement of its members. Except that it is larger than in most colleges the surveyor did not find characteristics particularly distinguishing it from the bands found elsewhere. Neither the Ministerial Band nor the Student Volunteer Band has the prestige of the Y. M. C. A. Both these organizations manifestly have more specialized fields than the "Y." They cannot have so many contacts.

*The Young Men's Christian Association.* The most effective student agency for the development of the religious life is the Young Men's Christian Association. To this all of the students of the college nominally and automatically belong, since each is required to pay a fee of \$4.00 for Y. M. C. A. maintenance as an item in the process of registration. A majority of the students frequently attend the weekly meetings of the Association on Sunday afternoons. The attendance is always large. The average attendance last year of the forty-nine "Y" meetings was between 225 and 250. Forty-one students are officers in the "Y," thirteen being Cabinet members and twenty-six in the Friendship Council. The Board of Control, composed of three faculty men and five students, directs the finances and has large general influence on the work of the Association.

The outstanding lines of work of this spontaneous student enterprise are (1) *Personal Work*: The effort is to get every man into some form of Christian work; (2) *Sunday School Work in the Community*: The students maintain five Sunday schools in the community, extending to the mill villages and including one at the neighboring convict camp; (3) *The Sunday Afternoon Meetings*: Speakers are usually brought in from the outside. During the year a special series of evangelistic meetings is held, which attracts approximately half the men of the college. There

is a discussion group on campus problems one-half the year and on problems of missions the other half. The students assist in supporting an educational institution in China—a recent Davidson graduate in charge—\$1,350 having been raised last year for the purpose.

The "Y" runs a picture show in the gymnasium, from which \$850 was made last year and put into the budget. The college makes a small appropriation (\$300.00) to the maintenance of the "Y." The Davidson "Y" is in charge of the "Hi Y" Club in the local high school.

### *Quality vs. Quantity*

A special effort was made to estimate the quality of the ministerial students, especially their capacity of leadership. This year of the thirteen Cabinet members, eight are ministerial students, two are vice-presidents of the student association and eligible to the "Y" presidency next year, one is business manager of the college annual, one is a captain in the Reserve Officers Training Corps, one the football manager, one president of the Ministerial Band and assistant manager of the Press Bureau. The president of the "Y" this year is a ministerial candidate—an intercollegiate debater and president of the O. D. K. fraternity. He is on the Honor Roll and will certainly be elected to Phi Beta Kappa.

There are now three or four candidates for the ministry in O. D. K. Of the ten men to be elected this year to Phi Beta Kappa, four will be ministerial students. Of the four Rhodes Scholarship men who have been appointed from Davidson, all were ministerial candidates, including the one at Oxford now. A fifth Davidson man, also a ministerial candidate and now enrolled in a theological seminary, was appointed this year as a Rhodes scholar from South Carolina. Of the seventy-nine seniors who have been elected to O. D. K., twenty-five have been ministerial candidates. Some years ago there were eleven Davidson men at Union Seminary (Va.), who were on the Honor Roll. Other men of acknowledged intellectual leadership in scholarship, debate, oratory, editorship of "The Davidsonian,"



salutatorian, etc., are now students in well known seminaries. It is certain that in proportion to members, the candidates for the ministry at Davidson College furnish a larger number of intellectual leaders on the campus than any other group or than the total group.

### *The "Y" Secretary*

It has been the policy of the "Y" for years to select as Secretary a recent Davidson graduate. He is a salaried officer. Manifestly, this man, while thoroughly competent to appraise the student mind, is relatively inexperienced in all phases of church work. The term of the Secretary's service is short. During the academic life of the present Secretary, there were three "Y" secretaries at Davidson. The present Secretary does not look upon the appointment as a permanent one. He plans to withdraw soon for further study.

### *Compulsory Chapel Attendance*

A special study was made of the attitude of students toward compulsory chapel attendance, since this was a matter of especial student interest at the time of the surveyor's visit. While the petition to allow students to choose between the morning and night service in fulfilling the compulsory requirement was refused by the faculty, the whole issue of compulsory chapel attendance had been raised and had been discussed in the college paper and on the campus. On the part of the great majority the decision of the faculty was accepted without question or comment—indeed, it had been expected and there was very little ado about it. At the weekly discussion group, while the topic was made the order of the day, very few participated in the discussion. A few attributed this to what they consider the characteristic docility of the Davidson student mind. Others explained it as a manifestation of the Davidson respect for law and the traditions of the college. That Davidson men are loyal to Davidson there is no doubt.

### *The Church and the "Y"*

It is claimed that 90 per cent. of the Davidson graduates participate in local churches in the communities in which they live.



Perhaps the college does not deserve all the credit for this. The men have the habit of church attendance and participation before they come to college. They maintain the habit of church attendance during their college days. That there is a separation of the religious interests during the college course is certain. Their spontaneous religious activities head up in the "Y"; their required religious obligations are met in the church. How long this custom of a house divided against itself will persist without weakening the allegiance to the church is problematical. It would appear that a plan of unifying the religious life of the college might be discovered so that the legal aspects of religion would not be consciously or unconsciously associated with an agency housed at one side of the campus and the voluntary aspects with an agency housed at the other side.

#### *Comments*

Especial attention should be called to what appears to the surveyor to be the disproportionate amount of time placed in Bible study on the Old Testament. It is not to be supposed that the ministers in the congregations from which the students come and to which they go take their texts three-fourths of the time from the Old Testament. One semester out of four seems scanty time for a careful consideration by college students of the teachings of Jesus and the other contents of the New Testament.

Perhaps no other college would wish to adopt all the details of the Davidson plan. Few could, if they would. In any event, Davidson has a phenomenal record in the religious spirit on the campus, in the loyalty of the old students to the church, in the proportion of the graduates who enter the Christian ministry—a proportion which, numbers considered, surpasses that of any other American college of which the writer knows.

#### SUGGESTIONS

It is the judgment of the surveyor that greater effectiveness may be secured:

(1) By providing for a larger proportionate representation of laymen on the Board of Trustees. Besides the Board is un-

usually large. Full attendance and participation of the Board is not secured.

(2) By removing the present restrictions from the presidency and making it easy for the president to become the educational leader of the college.

(3) By a clearer recognition of the three main functions of college administration—instructional, student welfare, and financial—and by giving an officer general responsibility, on part time, for each function. While these officers may all teach on part time, they should be free not only to oversee details of administration, but to collect and assemble facts and trends in the internal development of Davidson and in the college field at large. They should be *officers of diagnosis* and should have time and opportunity to understand and strive to coordinate college procedure.

(4) By increasing the number of periods in the weekly schedule, and reducing the number of hours of class instruction of full-time members of the faculty. The faculty should be given more time for vital contacts, along instructional lines, with students. This will also in numerous cases involve improved methods of teaching.

(5) By grouping the subjects of instruction and the corresponding personnel, and providing for the appointment of a chairman for each group. These groups would consider and suggest to the faculty problems of common interest, eliminate duplication in instruction, and in general reduce lost motion.

(6) By encouraging the faculty as a group to define and formulate educational policies and programs subject to the approval of the Board of Trustees. Educational policies and programs should not be announced by the Board without and until the faculty has given them their expert consideration. The president and the faculty should be recognized as the educational specialists in the college organization.

(7) By reducing the size of the larger classes, always remembering that the ordinary restriction on the size of classes does not apply to lectures; by increasing the number of the faculty for the curricular work now advertised, and by making a few

additions to the curriculum subjects. These might be in business, education, social studies and fine arts, including music.

(8) By developing a program of physical education which will furnish appropriate opportunities of physical development under approved conditions to every member of the college.

(9) By working out a comprehensive program of Christian education which will call forth active and widespread student participation, and relating it to the normal activities of the church as the ultimate center of religious influence. The leadership here should be trained and seasoned, not amateur and intermittent leadership.

(10) By putting the library on a basis of modern library administration.

(11) By extending the opportunities for travel on the part of faculty members and by making provision for sabbatical leave and retirement pensions or annuities.

(12) By an early consummation of the Chambers building program.

(13) By making adequate provision for laboratory facilities in all laboratory sciences. The work in some of these fields at present suffers serious handicaps.

(14) By a program of campus development carried out under the guidance of a landscape architect, with a view to realizing the potential beauty of the buildings and grounds and setting desirable standards to students.

(15) By furnishing adequate space and equipment for student welfare, including space for the social life of students, faculty and visiting alumni, and for student organizations. Ideally, there should be a well equipped social center for the use of all Davidsonians and their friends.

There might well be a college dining room with a dietician in charge to set food standards for the entire college. This service should be extended to all approved boarding houses. A system of chaperonage should be developed and should extend to all phases of the social life of the college.

(16) By adopting a plan of selective admission and holding the enrollment approximately to present numbers until the slack is taken up in educational procedure.

## WHAT MAKES A SCHOOL CHRISTIAN?

DR. WILLIAM S. BOVARD

For a convincing answer to this timely question one must go elsewhere than to charter provision, denominational auspices or published curricula. These may all indicate loyalty to organized Christianity, and due recognition of the importance of the Christian way of life. A more profitable field for inquiry is the character and prevailing attitudes of the students who are a part of the life of the institution for a period of years, and then become responsible members of society at large. Are they definitely allied with the great movements on behalf of Christian ideals, moral integrity, social justice, world brotherhood? Or are they cynical, selfish, intolerant, or indifferent to the Christian way of life? A school is best judged by its output. Certain factors making up a school may be quite safely relied upon to contribute to Christian character and devotion on the part of its students.

If I mention no other I must mention the Christian personality of the teacher. The professor must have a degree of scholarship that will command the fullest confidence of the student, and with that he must combine a genuineness of character and loyalty to the Christian way of life that will be an anchor to the student's life while he is on the stormy sea of intellectual questioning. There seems to be a hopeful tendency under way in many of our colleges to-day to place the importance of great Christian teachers above that of expansion in buildings and equipment. Such teachers will not be guilty of intellectual asceticism. They will have a passionate pastoral interest in their students as well as a fearless devotion to the truth. It is not easy to exaggerate the wholesome influence upon the undergraduate of magnetic scholarly teachers who are known to be Bible students, and praying worshipping Christians.

BISHOP THOMAS NICHOLSON

In my judgment that which makes a college Christian is not so much the forms it observes, or the creed it recites, as it is

what is found in the spirit of the institution. A Christian institution is one which incarnates the spirit and program of the Lord Jesus Christ. It yields to no subtle pessimism about the impossibility of making well-known Christian principles regnant in human society. It should show its devotion to righteousness in politics, in diplomacy, in business, and in personal relations. It should stand for the principles of personal chastity, personal honor, and the highest code of ethics. It should be a living embodiment of the doctrines of social service, following the example of "Him Who came not to be ministered unto but to minister and to give His life." The life, the spirit, the program of the New Testament shining out in all the relations of faculty and students, of both to the community and the nation, these are among the evidences that a college is really Christian.

The eminent Italian historian, Ferrero, declares that the fundamental force in history is not economic but psychologic. This is what makes education so vital in the life of the world. The forces that determine the economic policies of a nation are very important, as anyone can easily see. But the forces that make the mind of a nation, that determine its mental life, that create the soul of a people, reach to the heights and depths of life. Education is not an incident in national life, but an essential to a true national life. Bishop Simpson once said: "Educated mind controls the world. If Christianity shall ever gain control of the world, it must establish and maintain colleges where educated minds are trained."—*The American University Courier*.

## THE CASE OF THE COLLEGE AND ITS FUNDS

DR. ALFRED WILLIAMS ANTHONY

*What is a College for?*

A college is not organized to be a financial institution. Even trustees who may personally be financiers, when blended in committees and boards, become sharers of educational ideals and by compromise in team-work lose a portion of that astuteness which ordinarily characterizes them in their own distinctive financial fields. In other words, a financier is not so good a financier when combined in non-financial groups for non-financial purposes.

A college is a purely educational agency.

Its president is required to do many things and to be a composite agent. He must deal with (1) students, (2) faculty, (3) trustees, (4) graduates and alumni associations, (5) the community in which the college is located, (6) the educational system of the state of which the college is a part, (7) the great educational policies of the nation, (8) scholars and savants of all kinds, (9) agencies and channels of publicity, (10) wealthy people and prospective benefactors, (11) politicians and statesmen as they legislate in the fields of education, (12) the public at large, for he is a man amongst men, and (13) special functions and parades and celebrations, for he is a distinguished citizen; and then at times the president must be landscape gardener, architect, contractor and builder, and a general "hewer of wood and drawer of water."

But the president need not think he is a financier. He will be tested by the acid test of being able to raise funds. Yet the custody of funds with their investment and re-investment he should turn over to experts in the field of finance.

*The Pull of Special Interests*

Greedy claims reach out for college funds. Friends of the treasurer desire accommodation. Individual trustees can suggest profitable projects. Local mortgages ask for consideration. And most persistent and most dangerous of all is the plea of



the college graduate who has become the salesman of a bond broker that the offerings of his office should have preference because, lo, is he not an alumnus? is he not honest? is he not striving to build up a business? and, if successful, will he not bye and bye turn millions of money into the college coffers?

### *The Principle of Diversification*

A small college of the east once invested heavily in western farm loans. They were good; they gave a large yield. One dominant trustee guaranteed them.

But time proved that western farm loans were poor holdings. That college became crippled. In order to tide over a period of the utmost stringency it sold real estate, then deemed unnecessary for college purposes, and materially limited the extent of its own campus. It bears to-day and always will bear the scar of its own mutilation. Its campus is limited and cannot be increased, because streets and railroads and public franchises now hem it in.

### *The Lure of Profitable Business*

A wealthy lumber merchant once offered to a college a large tract of timber land conditioned upon the maintenance by the college of a forestry department. Under the skillful management of its owner the timber land had been very profitable and yielded a handsome sum each year. The college accepted the gift.

On the death of the donor the college organized a lumber company to operate the timber land commercially, assuming that a company could be as successful in business as had been the individual owner. The tragedy was completed by combining in the management of the company the honesty of a professor and the inexperience of a graduate.

That college has become involved in annual charges for the maintenance of a forestry department and has as its rewards little else than bitter memories pertaining to the failures in business sagacity and administration of an honest professor and an inexperienced alumnus!



*Periodical Reviews*

College treasurers and committees of finance naturally regard a good investment as permanent.

But when the five-cent nickel lost its value a few years ago many investment securities suffered little less than a revolution. Trolley lines went into receivers' hands. Many have been abandoned and the rails torn up.

The automobile has cut into the earnings of the railroads and wrought complete transformations in the earning power and intrinsic value of many securities.

The list of securities must frequently be criticized and drastically reviewed. Losing values must be discovered and early disposed of for what they may be worth.

Treasurers and trustees frequently err by being unwilling to take a loss.

*Expert Trustees*

Many of the largest educational institutions in the country have placed the care of their investment securities wholly in the hands of trust companies, recognizing that the trust company specializing in the field of finance offers (1) experience, (2) an adequate staff of trained and competent accountants, (3) safety deposit vaults, (4) associated responsibility, (5) continuity of administration, (6) ability to forecast imminent changes in investment values and (7) alliances and contacts with similar groups and organizations specializing in this same field.

The cost of expert service averages to save itself many times over in the safety of the principal of funds invested.

*The Problem of Insurance*

Who shall carry the risk of fire? of loss of money?

Are buildings insured with due regard for increased costs of replacement?

Are funds protected by joint responsibility of two or more men (not a single person)? Does bonding of individuals secure adequate protection? Are treasurers and trustees financially responsible?

Who shall pay for insurance and protection? (1) Shall funds in hand be charged with premium costs? (2) Shall prospective donors and testators bear the burden of losses, being obliged to give, not simply for development and advance, but also to "fill up holes" and "pay for dead horses"? or (3) Shall the work of the college be reduced and become stagnant because of losses?

### *Too Great Security*

What kind of an investment may a college make? Should it buy only gilt edged securities, so secure that there can be no possible loss? Such security must give small yield. Shall it turn to municipals exclusively? But tax-free features are in most states of no value for the college, because the college of itself is free of taxation. Why buy exemption from taxation, when exemption is given without cost under the law?

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The handling of funds consecrated to the education of youth is a holy task worthy of the greatest skill and the most thoroughgoing consecration.

\* \* \*

The office of Dr. A. W. Anthony, Chairman of the Committee on Financial and Fiduciary Matters of the Federal Council of the Churches of Christ in America, 105 E. 22nd St., New York City, is at the disposal of all readers of CHRISTIAN EDUCATION who seek information on financial and fiduciary matters in connection with the *Campaign of Perseverance*. Dr. Anthony is devoting his entire time, after a preparation of many years' experience in interdenominational work, to the furtherance of this campaign. He receives a multitude of requests from trust company and bank officers, lawyers, insurance men, other business men, college and university officials, and representatives of home and foreign mission work. The wide range of his work and its serviceableness are hard to overstate.

ROBERT L. KELLY

## FINANCING CHRISTIAN EDUCATION

DR. S. W. MCGILL, Louisville, Ky.

The church financial campaign accomplishes considerably more than merely the raising of money. These campaigns for church causes get the money. But in the judgment of pastors who have participated in these campaigns they are accompanied by a number of other characteristics and accomplish some very definite things for the church.

(1) The secret of success in every great undertaking is the "getting ready." In the church financial campaign preparation is made. The successful farmer plows, harrows, sows the seed, cultivates and then reaps the harvest. The successful "short term" financial campaign is a "short term" wind up. The campaigns are won in the work of preparation.

(2) The second characteristic is the character of the men who have been employed to direct the plan. They are followers of Christ; men whose minds and hearts have been consecrated to spreading the message of the work of the church. These men not only work but they pray.

(3) The third characteristic is found in the fact that the man who directs the campaign in each community remains, wherever it is possible, sufficiently long to bring information and inspiration to all who should be interested. He establishes a temporary office and through the organizing of the local people assists them in doing that which joyfully becomes their own task.

(4) The fourth characteristic is found in the organization of the work which consists in adequate information through a Publicity Department, strict accounting through a Finance Department, and competent co-operation through a Service Department. Wherever possible, local committees are created to take care of the work of each of these departments and their respective subdepartments.

(5) The fifth characteristic is found in the thorough supervision given the plan by the committees who plan it to serve a cause which is fundamental to all the work of the church.

(6) The sixth characteristic is the spirit generated during the campaign which does not dissolve when the men directing the campaign depart, but which abides as a permanent blessing.

(7) The seventh characteristic is in the emphasis that is placed upon the responsibility of the local people. This has unified the forces, developed a greater church consciousness and interested all its members in the work of their own church, many of whose former interest and gifts had been enlisted mainly in objects unrelated or very remotely related to the Kingdom of God.

Among the things accomplished by the campaigns are the following important by-products:\*

(1) *The Money is Secured*—The money sought for the work of the church is secured. It has been little less than miraculous that, in spite of business conditions, industrial depression and untold hindrances, the money sought has always been subscribed where the campaign plans have been faithfully followed. The plan, plus the blessing of God and faithful co-operation, is a success.

(2) *A Church Consciousness*—A more intense church consciousness has been developed. Many have learned for the first time the bigness of the task and the extent of the work of the church.

(3) *Church Co-operation*—Church co-operation has been promoted. The churches of the community have been led to think of their common task. They have seen something of others' problems. Out of many campaigns the local Church League has grown. A church officer said, "This is the first time I have ever been concerned about anything in church life outside of my own congregation."

(4) *Christian Fellowship*—Christian fellowship has been increased. The get-together meetings have promoted acquaintanceship and our people have learned to know and love one another better. Many men who have had business friendships with each other have discovered that they also had grounds for church friendships. Some have found out that they were "fellow churchmen," a fact that they had not known before.

\* Dr. McGill is speaking of his own campaigns.

(5) *The Spirit of Prayer*—The spirit of prayer has been fostered. Community and cottage prayer meetings have been held. There has developed a real prayer spirit among the people. Family altars have been established or renewed and conviction has been wrought concerning the power and efficiency of united prayer for a common object.

(6) *Christian Benevolence*—Christian benevolence has been given a larger place in the life of Christian people. It has been encouraging to learn how our people compare with other denominations in the matter of per capita benevolence. Ours is a record of real generosity. New tithers have been enrolled and the problems of church finance have been made easier. The financial campaigns have helped other forms of church benevolence.

(7) *The Workers Enlisted*—New workers have been enlisted and mature workers given new viewpoints. Men and women heretofore inactive in church work have found themselves and discovered that there is a work for them to do. It has made many men and women happy to find out that there is a place for them in the practical work of the church to which they have formerly only "belonged." Pastors have rejoiced because additional workers were brought into the Master's vineyard.

(8) *Interest Awakened*—Interest has been awakened in all the work of the church. Many people who have had a casual interest have been led to see the bigness of the church. To learn the need of the church has been a surprise to many. Because of this there has been developed a determination to make the church more efficient.

(9) *Students Recruited*—Students have been recruited for church schools. The school census which is conducted in connection with the educational campaigns is revealing the fact that people have not only failed to support their church schools with their money but also that we are not sending our children to church educational institutions. Young people have been led to see that their own church schools offer them their best opportunities for education.

(10) *Life Enlistments for Service*—Life enlistments for service in the name of the Master have largely increased. Young

people have been led to volunteer their lives for the work of the church. The urgent need for men for the ministry and men and women for many lines of definite Christian endeavor has been forcefully presented with gratifying results. Young people have discovered the Way. Many of the workers employed by the committee have been trained and placed in positions of large usefulness.

(11) *The Fundamental Nature*—That the church is fundamental to all of the work and problems of the world has been emphasized. It is shown clearly that the work of the local church underlies and includes foreign missions, home missions, ministerial relief, ministerial supply, the training of Christian leaders for Sabbath school work, for the office of deacon and elder, and for other Christian work.

(12) *A Choice Opportunity*—A choice opportunity for Christian investments that will endure has been made available for men and women of means. To many this is a real blessing and an appreciated privilege for which they have been seeking. Discretion in stewardship is no small problem to Christian men and women. They appreciate the information made available that enables them to make "enduring investments."

(13) *The Church Plan*—The church plan of money-raising on a large scale has met with hearty approval. There have been no high pressure methods, no spirit of "drive," but a carefully worked-out plan to place the evidence before the people. The approval of pastors and church officers has been secured in every instance before proceeding. The churches themselves have decided, and the prime responsibility for the doing of it has been assumed by the local people.

(14) *The Spiritual Life*—The spiritual life of the churches participating has been developed. A pastor: "This campaign did more for the spiritual life of our church than any evangelistic meeting." An elder: "Our church is in a state of spiritual revival as a result of the financial campaign." A college president: "As a result of the campaign, there is more real interest in things religious among our students than ever before." A city pastor: "It has magnified the church. Every church problem will now be more easily solved."



(15) *All or None*—The principle of "all or none" should be a fixed principle in all financial campaigns. This is true for several good reasons. (1) If a certain amount is necessary for the project in hand this full amount should be raised in a single campaign. There is no use in making two or more efforts to accomplish what should be accomplished in one effort. (2) As a rule givers scale the measure of their giving according to the amount sought. On this basis they determine the amount they are willing to give. If the goal is \$100,000 and a man subscribes \$5,000 toward that amount, it is not fair to ask him for \$5,000 if only part of the hundred thousand is subscribed. If this is true with reference to the large givers, the smaller givers are entitled to the same protection. (3) There is grave danger in a campaign not conditional on securing the full amount, that when the going is hard the workers may be disposed to cease their efforts and to say, "We have done pretty well," and the campaign stops. If it is understood that the campaign is not a success until the whole amount is pledged the workers will work until the full amount is subscribed. This is good business.

#### *Some Real Experiences*

In the work of financing Christian Education the writer has had various and sundry experiences. Some of these money-raising experiences have been hair-raising. They have all been full of human interest. The following incidents may be interesting and perhaps instructive to the increasingly large number of men who have to do with financing Christian Education.

#### A

Examples of philanthropic foolishness are constantly coming to the notice of those engaged in the work of financing religious progress. A good friend of work for boys and young men and women, who had supported these agencies liberally during his life time, desired to continue his interest and support, and to assist the work of the Christian Associations. In his will he left a considerable sum to the State Y. M. C. A. and the State Y. W. C. A. Both bequests are still inoperative. It was found that the State Y. M. C. A. is not legally incorporated and therefore not competent to receive gifts or bequests. In the case of



the Y. W. C. A. there is no such thing as the State Y. W. C. A. in that state. The supervisory agent of the Y. W. C. A. now operates under another form.\*

## B

The introduction of a speaker sometimes interferes greatly with the purpose for which the speaker is expected to speak. In a church where the visiting speaker was to present the cause of ministerial education, the pastor said, "Our visiting speaker is to present to you the cause of ministerial education to-day. But you will remember, beloved, that the most important thing before this congregation is the building of our new church." Fine prelude to the appeal! The visiting speaker could not resist the temptation of saying that it is always dangerous to disagree with a preacher. It is particularly dangerous to disagree with a preacher in his own pulpit, but the speaker would dare to do both things. The statement was made that the most important thing before that church or any church was not building a church, but building men to stand in the church and preach. The good preacher was man enough to admit, at the close of the address, that he was wrong and the visitor was right. He urged his people to contribute to the campaign and they did.

## C

The day for closing the campaign had arrived. The goal was \$50,000 for that city in a campaign totaling \$2,000,000. The church leaders had said, "We will raise our part Sunday afternoon." It was looked upon as an easy task. Therefore, methods of organization had not been followed. The campaign had been running four days and only \$28,000 of the amount needed was subscribed. The air was thick with gloom. The workers were told to quit canvassing for money and to canvass for folks. On the closing night the church was packed. The pastor read a brief scripture lesson and offered prayer. The time had come for the congregation to speak. Nobody spoke. It was like a Quaker meeting until one man said, "I'll be one of five to give \$500 more." Two or three others responded. Then a good woman

\* Had this testator made his bequests to a trust company which had adopted the Uniform Trust for Public Uses, the testator might have provided for the distribution of the income by the trust company to the Young Men's Christian Association and Young Women's Christian Association, exactly as he himself when living had made gifts, irrespective of whether either association was incorporated or had adopted another form for its operation.—Editorial note.

said, "If those five men will give \$500 each I will give \$2,500, for one woman is as good as any five men." This started something. The five men soon responded. This made the \$2,500 subscription available. That was \$5,000 additional. Then one man who had given \$500 added another \$1,000. Several others did likewise. Before the meeting closed the total amount subscribed was \$58,000 and everybody was hilariously happy. It was the power of the Spirit of God that had gotten hold of the people—that, and nothing else.

## D

A church leader who was approached for a gift to a Christian cause, after hearing the case stated, declined to make any contribution. He was told of the urgency of the case and the necessity for cooperation on his part. This seemed to have no effect as he was steadfast in his refusal to give. Finally, he stated that he had given more than his fair share for the present year. It was suggested to him that he make this gift apply on the year to follow. This seemed to have no effect and he reiterated his statement that he would not give a cent. Then he made this unusual statement. "Now, I want you to understand that you have not had any influence over me. Nothing you have said has had any effect on me at all. I am going to give \$1,000, but it is not because of anything you have said. You are not entitled to any credit at all." The worker replied, "I don't want any credit, but I can tell you why you have changed your mind. It is not anything I have said, but because God has spoken to you." The day of miracles is still here.

## E

The disagreeable contributor is the bane of the existence of the Christian worker who seeks to assist in the work of financing religious progress. It is not generally recognized that the grace of the giver is frequently less than the grace of the one who gives the giver the opportunity to give. One thing that keeps the workers at their task is the consciousness that "the undeveloped giver needs the help of the church more than the church needs his help." This is as true as the gospel. In an effort to raise money for work with the American Army during the World War we met with this response, "I don't believe in trying to take religion to the soldiers. All the money in the world would not make a Christian out of a soldier. However, I will give you \$25.00, although I know it will not do any good." Sometimes the best thing to do with gifts like this is to decline to receive them.

## F

"I never make pledges." This is a statement frequently made to those engaged in financing philanthropic and educational and religious undertakings. And yet the statement is not exactly in accord with the facts. A lady who was approached for a gift stated that she could not make a gift at the time and she "never made a pledge in her life." It required a bit of temerity to tell her that she was, no doubt, in earnest, but, nevertheless, mistaken. She was courteously told that she had made pledges. She wanted to know when and where she had ever made a pledge. When she was reminded of the fact that she had made a pledge, not for one year only, but for life at the marriage altar, she said, "Oh, but that's different." Quite true, but she had made other pledges that we knew of and she was informed of this fact. She wanted to know when and where she had made a pledge. Her memory was refreshed by stating the fact that she had recently purchased a piece of property at a cost of \$300,000. She had paid \$100,000 and given two pledges of \$100,000 each for the balance. "But," she said, "this is business." This was readily admitted and she was reminded that the purpose of our visit was in connection with "the Lord's business." If it is good business to pledge ourselves in connection with our own enterprises, why not pledge ourselves to support the enterprises that have to do with the extension of the Kingdom of Christ?

## G

Getting some people to give is sometimes like waking a man up. This is, in reality, waking a man up, in many cases. When you are waking a man up he doesn't like it. After you have waked him up, he will most likely thank you for it. In a large church building campaign, there was one man, able to give largely, who declined to give at all. We visited him at his place of business and talked \$10,000, but he declined to give anything. We were a guest of his beautiful home and talked \$10,000 to him and his wife, but he declined to give, while his wife just listened in. We played golf with him and talked \$10,000, but he still declined to give anything. On the last day of the campaign, he subscribed \$10,000 without being asked. After the campaign had closed successfully, he was one of the happiest men in the church. He came forward with an offer to present the campaign director with whatever he wanted in the way of golf clubs. His statement was, "I appreciate what you have done for me." We told him to wait a minute, that what he meant was what we had "done to him." He said he was serious and not in a fooling humor, that that gift of \$10,000 had done his soul a wonderful

amount of good and he wanted in some way to show his real appreciation of what had been done for him.

## H

A group of five influential business men had been meeting together for several months to consider a campaign for a local Y. M. C. A. building to cost several hundred thousand dollars. Finally, one of the members of the committee remarked that they had been talking enough and that the time for action had come. Somebody had to start something and he was willing to be the one to start. He asked for a subscription blank, dipped his pen in ink and asked the other men on the committee to tell him what he ought to give. They told him he had better not fool with them or he would get himself into trouble. He stated that he was game and dared the crowd to indicate what he ought to give. Finally one brave member of the committee said slowly and deliberately, "You ought to give five thousand dollars." Without a word the subscription blank was filled out for \$5,000. This was a large amount at that time. It was particularly large for that community. Then this subscriber asked for four more blanks. He leaned back in his chair and said, "Now I am going to tell the rest of you what you ought to give." With one voice they said, "No, No, No! Don't do that! We will give as much as you gave." When the subscriptions were signed, this shrewd gentleman said, "Well that's that and not one of you had any idea of giving what you have agreed to give." And they were all as happy as a bunch of school boys.

## I

An experience that golfers will appreciate is one that happened in connection with a man who was regarded as the community grouch. We had never been able to get him to give so much as an interview. Fortunately we found ourselves in a four-some with him one day at the country club. This provided a point of contact. Golfers know that there is a feeling of fellowship between golfers that is not found any other where. Some weeks after the friendly game we made a call at the man's office. In response to our greeting he looked over his glasses to where we were standing outside the marble counter, and said, "Mornin." This was not encouraging. We then ventured the remark, "How's your golf game?" Getting up from his desk, he came to the counter, shook hands and invited us inside. When we were seated by his desk, he began, "Say, you know that sixth hole, where the little creek is, with that big tree on the side of the bank? Well, yesterday, I—etc., etc., etc." When we got a

chance we stated that we had come to ask him for \$100. "That's all right, I'll give you the \$100, but I want to tell you what I did on number fourteen yesterday—etc., etc., etc." The contribution of \$100 was incidental. The important thing was the achievements of a dyed-in-the-wool golfer.

## J

"Matt," said my companion, to a prospective contributor, "I'm mighty glad you got well." "So'm I," was the response. Matt had been dangerously ill. He was back at his desk after an absence of months. "But, Matt, I'm gladder than you are that you got well." "Oh, no, you are not Gus. How could you be?" "Well, I am. I'll tell you just how glad I am. I am glad \$100 worth for the church. Are you that glad?" Of course he was, and Gus got Matt's check for \$100 for the church.

## K

A little suburban church was asked to participate in a large campaign for a church college of the same denomination. The church officers said that this was impossible. They related how their pastor had asked for an increase in salary, a thing a pastor never ought to have to do, and the request had been declined. When they were told that it was desirable to have their church give \$9,000 they said this was absurd. Permission was given, however, to present the matter to the congregation and to organize the people in the campaign. The result was that the church subscribed not \$9,000 but \$11,000 to the church college. On the following Sunday, when the congregation assembled, there was a new spirit among the people. They had found their own strength. A meeting of the congregation was held. "Raise our preacher's salary? Of course, we can; we can do anything we want to do." And the preacher's salary was raised forthwith.

## L

A church deacon made the suggestion that we take a certain elder of the church out for a golf game; that we beat him, not much, but just a little, adding that, if we beat him just a little in a golf game, that we could get any kind of a subscription from him that was desired. This suggestion seemed so good that this young deacon, when later talking about the system, stated that we had tried it out on him and secured \$6,000 from him as a contribution during an afternoon's golf game.

## M

The pastor of a large and influential church had opposed the campaign for Christian Education in his church. His people,

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however, entered into it heartily. As the campaign progressed, the pastor began to see the light. He voluntarily addressed a letter to the committee in which he described what he called his conversion to the movement. The letter was a classic and made a great impression on the committee in charge of the movement. They asked permission to publish the letter as a campaign document. Permission was granted and a very attractive leaflet was issued containing a photograph of the pastor and his letter. There was something involved in this, however, of which the campaign committee had not thought. Prominent members of the congregation visited the committee and asked that the pamphlet be suppressed. Their reason for this was, as they stated it, "We do not want the world to know that our pastor had to be converted to the cause of Christian Education." And so the remaining supply of the pamphlets was fed to the furnace.

## N

In company with a fellow canvasser, we called upon a business man to ask for his annual contribution to a local religious institution. This man had been giving \$10.00 a year for some years. To our surprise and, without consultation, the fellow canvasser made a request for a gift of \$100. When this request was made the contributor, who was seated at his desk, looked up in surprise. Then he said, "You don't mean that. This is the first time I have ever been asked for a decent contribution for that institution. They have always sized me up as a ten dollar duck. I had rather give a hundred dollars than ten dollars and will give you my check now." It takes some of us a long time to develop faith and courage enough to ask for worth while things.

## O

A man who is well known for his philanthropic interests and large gifts to the cause of religion enjoys very much telling this story. We have heard him tell it many times. A religious institution, of which he was an honored director, was making plans for enlargement. The president had been timidly seeking an interview with this director for some time. The director knew this and thought he would wait and watch developments. The two men met at a religious convention. Evidently the president thought that in this atmosphere here was his chance. The director was approached by the president, who said, "I would like to see you." The response was, "Well, you are looking at me now. Don't you see me?" Whereupon the president suggested that they both be seated. Then the president proceeded to tell of the plans of the institution, all of which, the director says,



were as familiar to him as to the president. When the statement was concluded, the director said, "Well, what about it?" He did not propose to do the work of the solicitor. Then the president began to tell that they needed \$10,000 to purchase an adjoining piece of land. They were trying to find ten men who would give \$1,000 each. Whereupon the director said, "For Heaven's sake, when will you learn how to ask rich men for money? I had expected to give you the whole \$10,000." From that day to this the president has not made the mistake of asking for too little.

## P

The elder son of a very elderly and very wealthy man suggested that we see his father for a contribution to a church enterprise. This son, a liberal giver himself, said that his father was able to give largely and that he hoped he would do so. He stated that when his father was called upon, he would, first of all, ask two questions. One question would be, "Where are you from?" The other question would be, "Are the Yankees going to get any of this money?" We believed we could answer both questions satisfactorily. When we entered the palatial home on a cold and raw day, we were seated by a gas log fire. When the old gentleman entered, after greetings and having taken his seat, he said "Young man, where are you from?" Happily our ancestral geography was satisfactory. Then the next question was, "Are the Yankees going to get any of this money?" We were able to give satisfactory assurance on this point. The old gentleman, having been a Confederate soldier and having spent much time in Federal prisons, had reasons for his prejudices. Having cleared the way for the presentation of the cause, which was done with evident satisfaction, the cause was then presented fully. The result was a contribution of \$25,000 which was both surprising and gratifying to the son who had opened the way for the visit.

## Q

A young church deacon made a subscription of \$500 to a church cause. He tells this story himself. "When I signed that subscription card, I thought I was a philanthropist in the class with Rockefeller and Carnegie. Then I got to thinking. I have an auto and my wife has an auto. When either of us wants a new auto we buy it. We take a vacation in Florida every winter and in Canada every summer. We go to Europe occasionally. If we want to go oftener, we go. Then I asked myself why I could not think of the Church and the Kingdom of Christ in as large terms as I think of autos and vacations and trips to Europe. I decided to give \$2,500 to my church instead of \$500, and have had more happiness out of it than any money I have ever spent."



## HERE AND THERE

The Presbyterian Book Store, Nashville, Tenn., announces an interesting book with the title, "Dr. Z. C. Graves and the Mary Sharp College," of which Dr. James E. Clarke says:

"I was not until recently aware of the fact that it (Mary Sharpe College) appears to have been the oldest real college for women in the United States."

It was established in 1850 as The Tennessee and Alabama Female Institute. Its history as related in this volume of 150 pages compiled by Mrs. Almeda Tillman Brannan is a truly romantic one and full of illuminating social data. *Price \$1.50.*

The Abingdon Press, New York, has published the Proceedings and Addresses of the Evanston mid-winter student conference under the editorship of Stanley High. Every friend of the "Youth" movement will, of course, wish a copy of this book, "Youth Looks at the Church." *Price \$1.00.*

The Pilgrim Press, Boston, brings out this spring a little handbook by Dr. Harry T. Stock, Young People's Secretary of the Congregational Education Society, entitled, "A Year's Program for Young People," which very definitely urges planning with a purpose and suggests what to do and how. It is a book of concrete illustrations drawn from practical experience not abstract principles, and as the author says was "prepared to be used—not to be kept on shelves." *Price \$ .25.*

The George H. Doran Company, New York, is publisher of an attractive little book by George William Gerwig,—"The Declaration of Independence for Young Americans." The theme is one of perennial interest and the exposition and interpretation are well done. *Price \$1.25.*

Cordial letters continue to pour in from enthusiastic readers of "Tendencies in College Administration," by Dr. Kelly. The following are taken from random letters from Board Secretaries:

"I read your book on College Tendencies yesterday with very much interest. It is a good piece of work. I have written all our presidents about it and several replied that they already had it and had read it with much interest."

"I have read it from beginning to end, with admiration for the wealth of information and completeness of subjects."

"You have been standing on an eminence during recent years that has permitted a very wide viewing of the whole college situation, past, present and future. I congratulate you upon the work you have done."

Dr. S. W. McGill, director of financial campaigns for institutions of the Presbyterian Church in the United States, whose contribution to this issue should be read by everyone, says in a recent letter:

"I have read and re-read with great pleasure and profit the book, 'Tendencies in College Administration'."

A college professor of education writes:

"I have just finished reading 'Tendencies in College Administration' and am quite delighted with it. I like the way it is gotten out, illustrations, binding, etc., as well as the lucid style and expression. I liked especially your chapters on 'Libraries,' 'Unity in the Curriculum,' 'In Behalf of Scholarship' and 'The Liberal College Program.' The whole book makes mighty interesting description of the subject."

A college president:

"I have just finished your book. I was impressed by its comprehensiveness and by the wisdom displayed in your judgment of educational matters. The book is most helpful."

An inquiry has just come from a leading Catholic university for from thirty to fifty copies of "Tendencies in College Administration." The book will be used increasingly by college classes in educational administration. *Price \$1.75.*

The University of Chicago announces an Institute for College Administrators to be conducted at the University the week of July 19-24. During this week college and university administrative officers will be the guests of the University and as such

invited to attend without charge the courses offered and the supplementary conferences and lectures, details of which are announced in a special bulletin.

The Harmon Foundation, which is developing a plan of lending money to college students on character as the sole security, originally announced four principles (1) a careful selection of risks through affiliated colleges, (2) the installment form of repayment, (3) a strict follow-up, (4) the group guarantee. The experiment started with a group guarantee of 10 per cent. to cover losses. This guarantee has now been reduced, after two years, to 5 per cent., and the Foundation hopes to reduce it to 3 per cent. A group of nineteen Berea College students, borrowing in 1922-23, completed payments on March 30, 1926, thus winning the distinction of being the first college group to return all loans.

The Scholarship Committee of the Presser Foundation met in Philadelphia on April 19, at which time Dr. Kelly made a report prepared in the Council office on the teaching of music in American colleges. The Foundation awarded 160 musical scholarships.

Methodist students at the University of Illinois have pledged \$35,000 for the new Trinity Church. Speaking of the crowded conditions in the old church President Kinley has said, "I have tried to get into Dr. Baker's church myself, and have not been able to."

Dr. William B. Loyal has taught Greek at Wake Forest College, South Carolina, for sixty years and is still going strong. There are few colleges in America that have a larger number of students in Greek than Wake Forest.

The dedication of the People's Church, East Lansing, Michigan, one of the most unique and successful union churches, in which the state agricultural college students are active members

and officers, will take place May 16. The celebration will begin on Tuesday, the 11th, with a varied program. Dr. O. D. Foster will make an address on behalf of the Council of Church Boards of Education at the banquet on Thursday evening, May 13, and members of the University Committee will be in attendance.

The University Committee of the Council of Church Boards of Education will meet at East Lansing, Mich., May 14 and 15.